Central States Speech Journal

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VOLUME XIII NUMBER 2 WINTER 1962

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RESEARCH REPORTS
NEWS AND NOTES
C.S.S.A. BUSINESS
COMMENT

PUBLISHED BY THE CENTRAL STATES SPEECH ASSOCIATION

THE CENTRAL STATES SPEECH JOURNAL

Published by

The Central States Speech Association

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Manuscripts may be sent to the appropriate member of the Editorial Staff or directly to the Editor, *Central States Speech Journal*, 309E Heavilon Hall, Purdue University, Lafayette, Indiana.

Subscriptions, including membership in the *Central States Speech Association*, are $3.50 per year; sustaining memberships (including *Journal* and Convention Fee) are $6.50 per year. Single copies of the *Journal* are $1.50 each.

Requests for advertising rates, orders for back issues, subscriptions and inquiries concerning membership in the *Central States Speech Association* should be sent to the Executive Secretary, Merrill T. Baker, State University of South Dakota, Vermillion, South Dakota.

The Central States Speech Journal is printed by the Haywood Publishing Company, Lafayette, Indiana.

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ROOM AT THE TOP

An Editorial

Have you noticed how often conversations among teachers in the speech field are punctuated with the remark, "That would make a good article for one of the journals?" When one reads the articles submitted for publication, it seems that many of us act on our remarks and actually write these articles. So many articles could not possibly be considered seriously for publication.

What are the criteria for a suitable article? There are two major ones. First the article must treat a subject worth writing about. Secondly, the article must be well written. We hear so much about the poor quality of writing. We hear too little about whether the content is worthwhile. Most rejected articles are judged unsatisfactory on the basis of the subject matter rather than on the style or correctness of the writing. The editor and those who read articles for him often suggest corrections in the manner of writing. A re-writing is often requested. This can be irksome for both author and editor, but a borderline article can often be saved in this way.

When the content is poor, the research design faulty, or the topic insignificant little can be done to save the article without a major operation. There are so many important topics waiting to be investigated that it is unfortunate that we spend so much time on trivialities.

Typical offenders are those who are aroused by an incident in the extra-curricular program or during the teaching day. They spend an entire evening on a "pet peeve" type of article and rush it in for publication. The subject has been worn out long ago, no research goes into the paper, and often no one has been asked to read it critically. Few C.S.S.A. members would read past the opening paragraph. By that time a reader knows what the author is going to say. Hundreds of people in the profession could have written the same article just as well.

We often hear that one must have friends or "pull" to get an article published. There are so few well written articles on substantial subjects submitted that no such article will be long overlooked. We must couple with our desire to get into print the willingness to study worthwhile topics to new depths. We must make our articles worth reading. This takes more scholarly effort than many of us have been willing to expend. There *is* room at the top!

A program at the April convention of the C.S.S.A. will include the evaluation of a paper submitted for publication. The editor of each of the national speech journals and of the C.S.S.J. will discuss the suitability of this article for his journal, and the reactions of his staff to the article. This should give prospective authors some insight into the type of article to write for each journal, what tests it is subjected to, and how their articles may be made more publishable.

JOHN T. RICKEY

Contribution to the Field of Speech by Andrew T. Weaver

MAXINE M. TRAUERNICHT

Professor Andrew T. Weaver has a remarkable record of leadership in Speech for the last fifty years. His contributions as a writer, as a teacher and as an officer in the Speech Association of America can well serve as an example and an inspiration to people interested in teaching Speech.

"In these days when thousands throng our convention halls and attempt to follow a ninety-page program of events, we are prone to fall into the delusion that all our progress has been automatic and inevitable."[1]

These are the words of Andrew Thomas Weaver, who knows full well that this progress has come not automatically, but that it has come through the efforts of a group of dedicated men, of whom Prof. Weaver is one. For all of fifty years, Prof. Weaver has steadily made contributions which are important to the field of Speech.

To you who are friends of Prof. Weaver, much of what I say will not be new. However, a perspective of Andrew Weaver's work as a teacher, as a writer, and as a leader in the Speech Association, serves to make us aware of what he has given to his profession.

Fifty years ago, at a time when speech had not yet been established as an academic discipline, Prof. Weaver began his career as a teacher. Although many colleges were offering courses in reading and speaking, a major in the field was unknown. As an undergraduate at Carroll College, Andrew Weaver selected Latin as his major.[2] Nevertheless, it is apparent that he had an early interest in speech, for he enrolled in all the available courses in public speaking, oral reading, and drama. He also participated in extracurricular activities, playing such leading roles as Petruchio in the *Taming of the Shrew* and the title character in *Richelieu,* and representing the college in debate and in oratorical contests.

Even though he was encouraged by Professor May Rankin to become a speech teacher, he decided to obtain his master's degree first. So, he enrolled at the University of Wisconsin, as a graduate scholar with Philosophy as his major. His thesis, *The Morality of Zoraster and the Zend Avesta,* was written in 1911 under the supervision of Professor E. B. McGilvary. The following seven years found him teaching at the Tome School for Boys, Dartmouth College, Evanston Academy and Northwestern University, the McCormick Theological Seminary, and at Whitewater State Teachers College. Besides his classes in English, Public Speaking, Argumentation and Debate during this time, he coached debate teams and orators.

Prof. Weaver began his career of forty-two years at the University of Wisconsin in 1918 when he joined the staff of the

Maxine M. Trauernicht (Ph.D., University of Wisconsin, 1958) is Assistant Professor of Speech at the University of Nebraska.

Department of Rhetoric and Oratory at the invitation of James M. O'Neill, Chairman. It was a department composed of one Professor, one Associate Professor, and three Assistant Professors.[3] That same year, at the University of Wisconsin, Andrew Weaver started to work on his doctorate which he received in 1923. With speech still unavailable as a field for advanced graduate study, he chose Psychology as his major. Like Woolbert, O'Neill, and Winans, he was impressed with its close relationship to speech. His dissertation, under the direction of Professor Joseph Jastrow, was one of the first objective studies in Voice Science. His thesis, *Experimental Studies in Vocal Expression,* involved designing and constructing apparatus applying statistical methods of analyzing data.[4]

During his years at the University of Wisconsin he has taught a variety of courses—Public Speaking, Extempore Speaking, Argumentation and Debate, Speech Composition, Modern Leaders in Speech Education, the Teaching of Speech, and Introduction to Graduate Study, but the classes he has taught most often are Fundamentals of Speech, Psychology of Speech, and Voice Science.

Prof. Weaver's approach to Voice Science is indicated by his statement: "In the most intelligent and efficient teaching of any art an adequate knowledge of the correlative science is prerequisite. There is but one way in which the science of vocal expression can be developed; that is through painstaking study of vocal phenomena under controlled conditions."[5] And therefore his students have learned about those laboratory conditions as well as fundamentals of statistics, neurology, anatomy and physics.

Prof. Weaver believes that an understanding of psychology is basic to an understanding of speech.[6] His students in Psychology of Speech will recall the comprehensiveness of his presentation, and his saying, "Every stimulus must produce a reaction," "The methods of psychology must be the methods of natural science," "Since there is no way one can look directly into the mental processes of another person, we must learn about them from the objective observation of human behavior."[7]

Besides his interest in graduate students, Prof. Weaver has always been concerned with students beginning their speech training. For thirty years he has headed the Fundamentals program at Wisconsin, and he has had hundreds of Speech 1 students under his instruction every semester.

From 1918 to 1948, Prof. Weaver coached debate teams at the University of Wisconsin, and every year since 1923, he has prepared Wisconsin's speaker for the annual contests of the Northern Oratorical League. Many former Wisconsin debaters will remember their experiences back in the days when Prof. Weaver would specialize in the affirmative case and Prof. Ewbank, in the negative. At the practice sessions, after the speeches by the debaters, the two coaches would stage a second debate designed to demonstrate how various arguments might be presented effectively.[8]

For twenty-eight years Prof. Weaver carried the responsibilities of the departmental chairmanship. During these years of his leadership, the department became outstanding, setting a number of precedents by expanding its curriculum with new

courses and new content, and by developing a basic philosophy of speech education.

While he was chairman, the area of Radio-Television was opened up and the Wisconsin Idea Theatre was conceived and started. Special courses in speech training for service men were offered during the second world war. Classes in Extempore Speaking were added as requirements for students in Mechanical, Chemical and Electrical Engineering.[9] As early as 1929, the School of Education adopted a requirement that all candidates for the University teachers certificate must pass either a speech test or a speech course.

Many graduate students were attracted to the University of Wisconsin because of the fine reputation of the speech faculty and curriculum. By 1954 the University of Wisconsin stood third from the top in the number of Ph.D. degrees granted in speech and sixth in the total of both master's and doctoral degrees.[10] In 1928 there had been a total of seven doctoral candidates,[11] and by 1954, the last year of Prof. Weaver's administration, one hundred and thirty-one had received their Ph.D.'s in speech.[12]

The position of respect which the Department of Speech holds on the campus of the University of Wisconsin has been achieved, in no small measure, by the active participation of members of the staff in the work of important University Committees. Prof. Weaver has served many terms as chairman of: The Discipline Committee, the Committee on Forensics and Theatre, the University Athletic Board. In the latter capacity he was president of the Intercollegiate Conference of Faculty representatives—the Big Ten. This is his twelfth year as chairman of the Committee on Honorary Degrees. He has been president of the University Club and of the Madison Literary Club.[13] He has continued his committee work while teaching the last six years since his departmental chairmanship terminated.

Besides his responsibilities as a teacher and a departmental chairman, Prof. Weaver has been an advisor of many students and he has supervised many master's theses and doctoral dissertations. Thesis writers have found him a most helpful and inspiring advisor. In the friendly atmosphere of a conference, students react well to his kind, yet discerning criticism. He oftentimes has had to advise by correspondence, and his students receive encouragement like this: "Chapter two will be read with real interest when it comes. Hope it is better than your depreciatory estimate indicates. Keep your self-confidence and drive ahead. You will ultimately reap if you toil and faint not."[14]

It would seem that teaching, chairmanship duties and advising would leave Prof. Weaver with time for little else. Nevertheless, all during his busy life, he has written articles and textbooks. Fourteen textbooks which bear his name as author or co-author have been written during the years 1922 to 1957. It is significant that, through these books, thousands of students and teachers have been provided with reliable, sound and accurate information when other such books were either non-existent or when a strong presentation of the right kind of speech training was a real contribution to education.

For example, previous to 1922, there was no high school text with a comprehensive coverage of speech. Publishers came to the University of Wisconsin where Charles Woolbert was teaching in the summer of 1921, and persuaded him and Andrew Weaver to collaborate on a high school speech text. Consequently, in 1922, *Better Speech* was published. The book has an impressive sales record, tens of thousands of copies being sold yearly.[15] A reviewer reported, "*Better Speech* has been happier than most texts in securing a proper equilibrium between emphasis on mastery of the body and voice, and the necessity for correct language and clear thinking."[16] The book was revised by Woolbert and Weaver in 1929. It is notable that following Woolbert's death, this high school text was not allowed to fade out of existence. Instead, Prof. Weaver worked with a new co-author, Gladys Borchers, and published *The New Better Speech* in 1937. This book was revised in 1946 with the title *Speech.* An entirely new text came out in 1956, when Donald K. Smith joined Prof. Borchers and Prof. Weaver in writing *Speaking and Listening.* Back in 1935 another high school text in a more specialized field, *How to Read Aloud,* was written by Prof. Weaver and H. H. Fuller.

Thus for a period of thirty-eight years, high school students in all parts of the country have had available to them the instruction of Andrew Weaver and his co-authors in fundamentals of speech.

The history of college speech fundamentals is similar to what has transpired in the high school field. At first, there were few textbooks designed for the basic, general speech course. Winan's *Public Speaking* (1915) and Woolbert's *Fundamentals of Speech* (1920) were the most popular. To meet the need for another type of basic speech text for college, James M. O'Neill and Andrew Weaver wrote *The Elements of Speech,* published in 1926. Woolbert's opinion of this rival text is interesting. He wrote to Prof. Weaver, "It is the best statement of what is involved in the discipline of speech yet printed in the world. It is so complete and sane I have already ordered it for one of my classes."[17] John Dolman stated in his review: "Only one other work exists which is at all comparable to it, Woolbert's *Fundamentals of Speech,* and the new book goes so much farther in the attempt to lay the groundwork of instruction that it virtually stands alone."[18] After a successful record of five reprintings this book was revised in 1933.

A new book, this time by Prof. Weaver alone, was published in 1942 under the title *Speech: Forms and Principles,* and after five reprintings it was revised in 1951. In 1957 another new book came out with the title, *Fundamentals and Forms of Speech,* and with Ordean Ness as co-author.

In the specialized field of Voice Science, Lyman Judson and Andrew Weaver were pioneers. After printing locally a mimeographed text, Judson and Weaver, in 1942, published *Voice Science,* the first book to delve exhaustively into the sciences underlying the study of the voice. The preface states: "So far as we know, this book is the first of its kind ever to be written in this country. In its preparation, we have not had to decide when to follow precedent and when not!"[19] This is an impressive work, which after eighteen years, is still considered

to be as the reviewer said, "ineluctably *the* textbook in Voice Science."[20]

In still another area, in 1952, at a time when this type of book in Speech Education was greatly needed, Prof. Weaver, Prof. Borchers and Prof. Donald Smith wrote *The Teaching of Speech.*

Since 1922, Prof. Weaver has had no year free from work on one or more texts. Furthermore, for thirty-one years, he has served as an advisory editor for Appleton-Century-Crofts. During this time he has written thirteen articles for professional journals, ten of which have appeared in the *Quarterly Journal of Speech.* The earliest was *The Interschool Forensic Contest,* published in the *Quarterly Journal* in 1916, and the last was *Seventeen Who Made History* in 1959.

Andrew T. Weaver's participation in the national Speech Association began in 1915. For forty-five years, he has emphasized the role the organization should play in the progress of the speech profession and has worked unceasingly to that end.

In reading through the *Quarterly Journals,* one finds the name of Andrew T. Weaver appearing an astonishing number of times. The list of committees he has served on and been chairman of seems endless—to name just a few: Secondary Education, Problems in Graduate Study, Role of Speech in Liberal Education, Drama and Debate in International Understanding, Personal and Social Psychology of Speech, and Research.

In 1927 he was the twelfth president of the national Speech Association, and, that year, those who attended the annual convention in Cincinnati were offered a program of one general session each day, and sectional meetings in seven areas: Public Speaking, Argumentation and Debate, Dramatic Production, Interpretative Reading, Voice Science, Phonetics and Secondary School Problems.[21] Of his presidential responsibility he said, "Such trivial but important details as making arrangements with hotels, securing railway rates, corresponding with other academic organizations, setting up the program, distributing the program, take all the time any teacher with a full time academic job on his hands can devote to them."[22] In his address to the convention, he urged the organization to undertake a campaign of promotion among schools and colleges of the place of speech in education.[23]

Prof. Weaver served as Editor of the *Quarterly Journal* from 1930-1933. His editorials and other articles in the Journal dealt with such topics as speech as an academic discipline, defining speech as a subject and as a field, the "five-ring circus" at conventions, extra-curricular activities, the error of separating speech into autonomous divisions, over-organization, research, and speech requirements for teachers. His editorials were frank in comments such as these: "We need less of certainty and more of caution; less of temerity and more of tolerance; less of controversy and more of scienties study,"[24] and, "We are really a profession held together by an essential and abiding unity underneath our surface diversities."[25] At the end of his editorship he wrote, "Without the Journal, the Association could not conceivably have developed into the powerful organization which it now is. We are proud to have had some small share in shaping and using this instrument of progress."[26]

Prior to his Journal editorship, Prof. Weaver had served as assistant editor for four different terms. Later, he was an assistant editor of the *Speech Monographs* for several of that publication's early years.

Another service he has performed for the Speech Association has been the reviewing of new books. His commentaries show him to be generous in praise, yet honest in pointing out shortcomings.

Convention-goers often have heard Andrew Weaver speak inspirationally and eloquently at both general and sectional meetings. They can recall his warnings against factions, controversy and impulsive decisions, and his cautioning against breaking into groups along geographical, subject matter and curriculum lines. Against overspecialization, he has said, "If we keep up the dizzy pace at which we have been going, we soon may come to be the sort of specialists who know more and more about less and less, and we may succeed in reducing our professional organization to an absurdity."[27]

Frequently, Prof. Weaver has been called upon to speak for other groups such as state Speech Associations, the National Council of Teachers of English, and the North Central Association.[28]

Andrew Weaver's honors have been many: Membership in Delta Sigma Rho, Phi Beta Kappa, Phi Kappa Phi, National Collegiate Players, and Alpha Kappa Psi. In 1946 he was awarded the degree, Doctor of Laws, by his Alma Mater, Carroll College.[29] In 1956 he was especially honored at the Delta Sigma Rho Golden Anniversary.

When considering the sum of Prof. Weaver's achievements, one marvels at the physical and mental stamina which have enabled him to accomplish the multitude of tasks connected with his teaching, his writing, and his leadership in his profession. As in the case with many of the others who have contributed significantly to the field of speech, much of what Prof. Weaver teaches may not be original with him. Nevertheless, he has been vigorous in discovering ways in which to apply to the field of speech knowledge from other subject matter sources and in bringing to old material a fresh viewpoint and a new emphasis.

In the course of this paper I have not dealt specifically with the substance of Prof. Weaver's philosophy, but he has given us six lines of thought which occur over and over again in his writing and speaking.[30] They are:

"1. Speech is man's greatest invention and his most useful tool.
2. Speech and mental processes are closely and definitely related.
3. Speech is as complex as human life itself and no good can come from artificially simplifying our discussions of it.
4. The best way to understand the role of speech in the life of the individual and in society is to approach it through psychology.
5. Knowledge of speech is just as vital as knowledge of any other subject, and more vital than knowledge of most other subjects.
6. The twin, inter-related objectives in the teaching of speech fundamentals are knowledge and proficiency; they support and augment each other."

Prof. Weaver has always had something important to say, and he has said it often and well to thousands of listeners at the very moment there was a need for saying it—this is his great contribution. Here then is Andrew Thomas Weaver — highly respected teacher, renowned department chairman, beloved friend to colleagues and students, pioneer in textbook writing, pillar in the Speech Association of America — statesman in speech education.

FOOTNOTES

1. Andrew T. Weaver, "Seventeen Who Made History," *The Quarterly Journal of Speech*, XLV, 2, (April, 1959), p. 199.
2. The details of the early years of Prof. Weaver's career were obtained from a questionnaire filled out by Mrs. Andrew T. Weaver, October, 1960.
3. The details of the years at the University of Wisconsin were obtained from a questionnaire filled out by Prof. Andrew T. Weaver, November, 1960.
4. Andrew T. Weaver, "Experimental Studies in Vocal Expression," *The Quarterly Journal of Speech Education*, X, 3, (June, 1924), p. 199.
5. Ibid.
6. This is stated in the prefaces of the textbooks by Prof. Weaver and his co-authors.
7. From Miss Trauernicht's class notes in Psychology of Speech, taught by Mr. Weaver.
8. From an interview with Dean John C. Weaver, son of Mr. Andrew Weaver, November, 1960.
9. (News and Notes), *The Quarterly Journal of Speech*, XXIX, 1 (February, 1943), p. 125.
10. Franklin Knower, "Graduate Theses," *Speech Monographs*, XXL, 2 (June, 1954), p. 111.
11. (News and Notes), *The Quarterly Journal of Speech*, XIV, 1 (February, 1928), p. 178.
12. Franklin Knower, "Graduate Theses," *Speech Monographs*, XXL, 2 (June, 1954), p. 111.
13. From a questionnaire filled out by Prof. Weaver.
14. From a letter from Prof. Weaver to Miss Trauernicht, January 23, 1957.
15. From a doctoral dissertation, *The Life and Work of Charles Henry Woolbert*, by Maxine M. Trauernicht.
16. (Book review), Anita Battle, "Better Speech," *The Quarterly Journal of Speech Education*, IX, 2 (April, 1923), p. 202.
17. From a letter from Woolbert to Weaver, November 2, 1925, in a collection of letters belonging to Mr. Weaver.
18. (Book review), John Dolman, "The Elements of Speech," *The Quarterly Journal of Speech*, XIII, 1 (February, 1927), p. 73.
19. Lyman Judson and Andrew T. Weaver, *Voice Science*, F. S. Crofts, New York, 1942, p. vii.
20. (Book review), Charles H. Voelker, "Basic Speech and Voice Science," *The Quarterly Journal of Speech*, XXII, 3 (October, 1936), p. 498.
21. (Association news), *The Quarterly Journal of Speech*, XIII, 3 (November, 1927), p. 458.
22. A. T. Weaver, "Annual Address of the President," *The Quarterly Journal of Speech*, XIV, 1 (February, 1928), p. 128.
23. Ibid.
24. (Editorial), "The Messiah Complex," *The Quarterly Journal of Speech*, XVI, 2 (April, 1930), p. 212.
25. (Editorial), "Professional Solidarity," *The Quarterly Journal of Speech*, XVI, 2 (April, 1930), p. 214.
26. (Editorial), "Vale Atque Ave," *The Quarterly Journal of Speech*, XVIII, 3 (November, 1932), p. 646.
27. Andrew T. Weaver, "The Case for Speech," *The Quarterly Journal of Speech*, XXV, 2 (April, 1939), p. 181.
28. *The Quarterly Journals of Speech* from 1917 to 1957 in "News and Notes" include the dates, names and audiences of speeches made by Andrew T. Weaver.
29. "Andrew T. Weaver," *Who's Who*, XXXI, The A. A. Marquis Company, Chicago, 1960-1961, p. 3050.
30. These are the six lines of thought as listed by Andrew T. Weaver in a communication to Miss Trauernicht, December, 1960.

Rhetorical Criticism: Wrong Medium?

Phillip K. Tompkins

Rhetorical criticism (i.e., textual analysis of speeches) is severely handicapped because speech cannot be adequately represented in writing; even if it could be so represented, it is illogical and presumptuous to study critically oral communication received from an inappropriate medium (printed page) via an inappropriate sensory channel (vision). A hierarchy of research priorities—the criterion for relative worth being the degree to which methodologies extend our knowledge of rhetorical theory—is proposed by the author.

In order to avoid some of the terminological confusion plaguing the speech field today, two definitions are necessary at this point (although offered in an admittedly arbitrary manner). Rhetorical criticism, in this context, is defined as

> . . . a comparative study in which standards of judgment deriving from the social interaction of a speech situation are applied to public addresses to determine the immediate or delayed effect of the speeches upon specific audiences, and, ultimately, upon society.[1]

Rhetorical criticism as a methodology is distinguished from rhetorical theory; the latter concept being defined here as that "well-developed body of theory for public speaking." [2] The two concepts are related to the degree that rhetorical theory is applied to a specific speech situation during the process of rhetorical criticism.

Much of the research being done in the speech field today is rhetorical criticism. Canons of evaluation are abstracted from classical rhetoricians and applied to data furnished by manuscripts of past speeches. Rhetorical criticism, then, appears to be an "applied" study; such an endeavor may provide insight into orators, but it is not likely to provide contributions to rhetorical theory. (What contributions to rhetorical theory, one might ask, have been made by the enormous body of twentieth century criticism of past speeches?) As this writer understands the methodology, the critic presumes to have found the "truth" (standards of evaluation) in the works of rhetoricians—preferably the ancients. The limiting dysfunction of such a presumption is obvious. It is a sign of maturity for a science, said Alfred North Whitehead, to forget its ancestors. This article is not, however, a polemic against rhetorical theory and rhetoricians; it is an argument against the application of rhetorical theory to manuscripts of past speeches.

After having found the "truth" in rhetorical theory the critic applies it to the graphic representations of past speeches. To oversimplify, the critic proceeds confidently, analyzing figures and testing enthymemes. He does so in the face of the warning by Thonssen and Baird:

> In practically all cases, critics are obliged to work with speech texts of questionable accuracy.

Philip K. Tompkins (M.A., University of Nebraska, 1957) is a Research Fellow in Speech at Purdue University.

> Texts often suffer with time. From the moment the words issue from the mouth of the speaker to the day, often distantly removed, when the critic assays the spirit, meaning, and effect of those words, many opportunities for error and change in transcription occur.[3]

In fact, it is appropriate to ask whether or not it is possible to represent speech adequately by writing. Randolph Quirk, Reader in English at the University of Durham, pointed out that written English (including transcribed speech) in no way approximates the *form* of speech. For example, after analyzing recorded speech he wrote:

> It is clear, in short, that we tend not to talk in sentences at all: the "sentence" is a term that must be reserved to describe written not spoken phenomena. As Professor Fries has said, "One cannot find in speech the signals that will mark off unmistakably the divisions of sentences as they might appear in the marks of written representation." "It is important to recognize," he says, "that neither the sentence . . . nor the paragraph are units of the living language of speech."[4]

Quirk encountered other difficulties in attempting to reduce speech to writing. He studied numerous transcriptions and recordings of speech and concluded:

> I have tried with a great mass of this kind of material to find the points at which the symbols of written language will correlate with the formal markers such as pauses, intonation curves, and conjunctions, that occur in speech. Not even a rough correlation is to be found.[5]

Anyone who has tried to punctuate a transcription of a debate or speech can appreciate Quirk's difficulty in attempting to describe visually pauses, intonation curves, tempo, and stress. Furthermore, speech manuscripts rarely, if ever, give an accurate description of audience reaction and circular response between speaker and listener. One must grant, however, that complete criticism goes beyond the manuscript.

"In other words," to quote Quirk again, "the structures of written and spoken English are so dissimilar that not even the basic analysis that has been evolved to describe written English can be applied in descriptions of spoken English."[6]

A manifestation of this problem of written representation of speech (though not presented as proof) can be observed by comparing the text of Ingersoll's "At His Brother's Grave" in Baird's *American Public Address* with the text of the same speech in Shaw's *History of American Oratory.* Baird's version of the speech is contained in a single paragraph; Shaw's version is broken down into ten paragraphs. The punctuation is dissimilar and many words are different. Baird has one sentence read, "He was the friend of all heroic souls that climbed the heights and left all superstitions here below, while on his forehead fell the golden dawning of a grander day."[7] Shaw's version of the same passage is: "He was the friend of all heroic souls. He climbed the heights and left all superstition far below, while on his forehead fell the golden dawning of the grander day."[8]

It seems safe to conclude that it is virtually impossible to represent speech precisely in writing. The implications of this for criticism are significant, but let us suppose that it is possible to do so. There is another reason why the study of a speech manuscript must be imperfect: *it is an effort to study critically oral communication received from an inappropriate medium* (the

printed page) *via an inappropriate sensory channel* (vision). Strictly speaking, the *verbal* stuff of speech is intended—and the writer blushes to emphasize the obvious—to be received aurally, not visually. This means that the critic studying a written manuscript of a speech can be misled because "the eye and the ear are not used to sharing—indeed are not capable of assimilating—the same linguistic material."[9]

What are some of the differing characteristics of auditory and visual perception? Richard Henneman compared the two senses from the viewpoint of psychology of perception. He listed some nine different characteristics and then concluded:

> In summary, for purposes of communication the most valuable features of the auditory sense channel appear to be (1) flexibility (2) selective presentation, and (3) "attention-demandingness." On the other hand, the most useful characteristics of visual presentation are: (1) referability (i.e., oral stimuli cannot be kept continuously before the observer for references as can visual stimuli), (2) adaptability for presenting relational information, (3) faster rate of presentation, and (4) greater variability.[10]

Wayne N. Thompson pointed out another ramification of the same problem. He wrote:

> . . . A study that considers only the written draft of a speech, although useful in reaching limited (even though worthwhile) objectives, is incomplete. Irony depends more upon delivery than upon phraseology, more upon the speaking of the particular word or phrase than upon any general characteristic of delivery. The effect of figures of speech, comparisons, varied sentence structure, parallelism, and repetition depends upon delivery as well as upon composition.[11]

In short, speech cannot be represented adequately in writing, and *even if it could* the perception and critical judgment of the message could be affected. The writer contends that this has significance for the speech critic.

Lincoln's "Gettysburg Address" can serve as an example. Sandburg wrote that the applause—according to most of the responsible witnesses—"was formal and perfunctory."[12] Lincoln himself felt he had failed to do justice to the occasion. "Lamon, that speech won't scour," said Lincoln. "It is a flat failure and the people are disappointed."[13] Obviously the speech did not receive its acclaim as an act of oral communication. The most that can be said for the oral form is that it enjoyed much less success than has the written form.

The addresses of Edmund Burke, to cite another example, are studied by scholars in political science, speech, and English. He has been praised as the greatest orator of the eighteenth century, if not of all time. Yet he is also known as the "dinner-bell" of the House of Commons. Bryant's exhaustive study led him to attack the "dinner-bell" theory, even though he admitted that at times Burke's listeners "howled him down or walked out when he was speaking,"[14] and that "if the question whether Burke's speaking was effective in Parliament is made to depend upon his success in carrying the vote of the House on major questions, we must admit him to have been usually ineffective."[15] Finally, Bryant concluded that the "dinner-bell" theory does represent "one phase of the response to Burke among some persons at certain times . . . ," and that Burke "talked too much (as Samuel Johnson early observed) and he talked when prudence might have bidden him be silent."[16] During one of Burke's major addresses Erskine crept out of the House under the

benches; afterwards the speech was published, and Lord Erskine found it so beautiful he wore it to pieces reading it.[17] Hannah contended that Burke cared not to move Commons, but sought to influence the reading public by circulating his printed speeches.[18] For these reasons Burke should probably be classified as a great philosopher and pamphleteer, but not as a great orator. This can be the only judgment of those concerned with *oral communication.*

The antithesis to Burke is one of his own contemporaries, Charles James Fox. Christopher Hobhouse, Fox's biographer, wrote that Fox's speeches "were repetitive, ill arranged, and crudely expressed: they are barely readable." And yet, unlike Burke, Fox "held his audience entranced."[19] We also have Fox to thank, of course, for the penetrating remark: "Did the speech read well when reported? If so, it was a bad one."[20]

In his review of the MacArthur address to Congress, the late William N. Brigance suggested how one might react differently to a speech received from different media. He wrote that the climax of "old soldiers never die" was overdone for the radio audience; "to those who saw it on television, however, it was emotionally effective, if not indeed spine-tingling and beyond the limits of ordinary present-day oratory."[21] Professor Brigance might just as well have said that it was equally overdone for the "reading audience."

"An identical spoken and written language would be practically intolerable," said T. S. Eliot, because no one would listen to the first nor read the second.[22] Perhaps this explains in part the lack of popularity past oratory has, compared with past poetry, as reading matter.

The "conventional wisdom" of our society demands that criticism must be constructive, that alternatives must be proposed by those who attack. This norm will be obeyed in this paper even though it forces the writer to be presumptuous. Should the study and criticism of speech in manuscript form be eliminated? Obviously not. Such study is of value to speech-teachers-to-be, and it is desirable to have an account of this important segment of human affairs that historians are reluctant to investigate. The writer does contend, however, that the speech field has limited means by which to attain unlimited ends, that we need a hierarchy of research priorities—at the bottom of which should be the study of manuscripts. (The criterion for relative worth is here assumed to be the degree to which the method is capable of verifying and extending rhetorical theory.)

At the next level should be placed the function speech teachers should best fulfill: the criticism—as listeners instead of as readers—of contemporary public speaking. The Speech Association of America, for example, might be encouraged to appoint a nation-wide panel of critics to be responsible for reviewing (as members of the immediate listening audience) all the major addresses of our times. We could help future speech scholars avoid the questionable practice of having to rely upon the judgment of newspapermen (as so many of our critical-historical studies now do). We could perceive the message via the appropriate sensory channel and make observations of speaker-audience interaction. We might even hope that such a group would gain a position of influence and status comparable to that of the outstanding drama, music, and lit-

erary critics. (As a matter of fact, what drama critic would feel qualified to judge the quality of a dramatic production after reading the script and newspaper accounts of its performance?)

Placed at the next priority level should be "effect studies" in which teams of speech scholars, employing such techniques as the focused interview, could determine actual results of speeches to large audiences. Probably the outstanding study of this nature was done outside our academic boundaries: Merton's study of Kate Smith's War Bond drive.[23]

At the top priority level the speech field should place the experimental study of rhetoric. This is perhaps the only way to verify and extend our body of theory for public speaking with the rigor needed in any study of human behavior. It is questionable whether or not the speech field is now equipped to train its own students in this methodology; it might be necessary to turn to other behavioral science disciplines. Nonetheless, fascinating problems for experimental research abound; for example, researchers should attempt to discover the *oral* unit of expression because "a perfect sentence on paper is not necessarily . . . a perfect unit also for oral transmission; after all, as we have seen, there is nothing in natural spoken English that correlates with what we know as a sentence on paper."[24] In fact, Quirk found that one group of students acquired three-twentieths more information from a lecture than did the second group. The only variable was that the first group heard the *same words* arranged in colloquial form that the second group heard in literary form. Furthermore, Quirk's students (whose professional interest is literary style) found one passage of a lecture "friendlier, more informal" than a second passage. The only difference between the two messages was that the first contained the much criticized phenomenon of redundancy: words such as *you know* and *you see*.[25]

Better controlled research of the type just described might reveal to speech teachers that they should encourage redundant style, not the economical; that they should teach speakers to ignore some rules of grammar followed in writing. Perhaps we could develop a more efficient "oral grammar." Certainly the isolation of the oral unit of expression could make important contributions to radio and television personnel and others who prepare written material for oral presentation. And these findings who undoubtedly aid speech scholars in the job they should be doing best: the criticism of contemporary speech received from the appropriate medium (sound waves) via the appropriate sensory channel (audition).

FOOTNOTES

1 Lester Thonssen and A. Craig Baird, *Speech Criticism* (New York, 1948), p. 16.
2 Thonssen and Baird, p. v.
3 Thonssen and Baird, p. 311.
4 Randolph Quirk, "Colloquial English and Communication," in *Studies in Communication*, ed., B. Ifor Evans (London, 1955), p. 174.
5 Quirk, pp. 172-173.
6 Quirk, p. 174.
7 A. Craig Baird, *American Public Address* (New York, 1956), p. 178.
8 Warren C. Shaw, *History of American Oratory* (Indianapolis, 1928), p. 470.
9 Quirk, p. 172.
10 Richard H. Henneman, "Vision and Audition as Sensory Channels for Communication," *Quarterly Journal of Speech*, XXXIII (April 1952), p. 163.

[11] Wayne N. Thompson, "Contemporary Public Address as a Research Area," *Quarterly Journal of Speech*, XXXIII (October 1947), p. 279.
[12] Carl Sandburg, *Abraham Lincoln: The War Years*, Vol. II (New York, 1936), p. 469.
[13] Sandburg, p. 472.
[14] Donald C. Bryant, "The Contemporary Reception of Edmund Burke's Speaking," in *Historical Studies of Rhetoric and Rhetoricians*, ed., Raymond F. Howes (Ithaca, 1961), p. 272.
[15] Bryant, p. 273.
[16] Bryant, pp. 291-292.
[17] Bryant, p. 274.
[18] Robert Hannah, "Burke's Audience," *Quarterly Journal of Speech*, XI (1925), p. 149.
[19] Christopher Hobhouse, *Fox* (London, 1947), p. 69.
[20] Thonssen and Baird, p. 456.
[21] Frederick W. Haberman, "General MacArthur's Speech: A Symposium of Critical Comment," *Quarterly Journal of Speech*, XXXVIII (1951), p. 328.
[22] T. S. Eliot, "Charles Whibley," in *Selected Essays*, (London, 1949), p. 459.
[23] Robert K. Merton, *Mass Persuasion* (New York, 1946).
[24] Quirk, p. 174.
[25] Quirk, pp. 178-179.

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Requirements and Procedures for the "Richards Primary Law" Debates

Joe B. Laine

Some aspects of the format for the political joint debates held under the South Dakota Primary Law of 1920.[1]

On January the third, nineteen-twenty, Sen. Miles Poindexter of Illinois sent a letter to General Leonard Wood which stated, in part, "in compliance with the compulsory provisions of the South Dakota Primary Law, I hereby challenge you to debate on the issues presented by our respective platform proposals and paramount issues as on file in the office of the Secretary of State of South Dakota."[2] Upon receiving the letter, General Wood said in his reply, "I have the honor to inform you, I accept this challenge and fix the place for the debate at Pierre, South Dakota, Saturday, March twentieth."[3] Thus, just three days before the primary election of nineteen-twenty, the last of a unique series of intra-party political debates among gubernatorial and presidential candidates was held in South Dakota. The circumstances leading up to these debates, the facts concerning the debates themselves, and the aftermath of the debates form a part of the history of public address in the central states region.

Debate Requirements

In order that the voter might be fully appraised of the issues of the election and of the positions of the candidates in regard to these issues, the South Dakota Primary Law of 1920 (popularly known as the Richards Primary Law after R. O. Richards, its chief instigator and advocate), provided that candidates for governor and president should choose "Paramount Issues" and engage in "Public Joint Debates."

The term "Paramount Issue" was said to mean "one well defined and definite principle for a public policy."[4] Such paramount issues were to be selected and filed with the Secretary of State by "an independent candidate proposal for president or governor, or by a representative proposal."[5] This provided an opportunity for dissenting groups or party factions to have their principles considered as well as those of the leading candidate of the party. Independent candidates were encouraged further by the fact that their paramount issues were placed first in the State Publicity Pamphlet provided for in another section of the primary law. Aside from their being on file in the office of the Secretary of State and appearing in the State Publicity Pamphlet, the paramount issues were to be used as basic points of departure or propositions in the "Public Joint Debates."

The term "Public Joint Debates" meant that the debates were to be held in public places

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Joe B. Laine (Ph.D., Northwestern University, 1958) is Associate Professor of Speech and Director of Forensics at Marquette University.

and before public audiences and that the two candidates (debaters) were to appear together on the same platform. It meant further that on each debate occasion two separate debate propositions or major public issues—as represented by the "Paramount Issues" of the respective candidates—would be discussed. The Richards Law stipulated that "at least one presidential and sixteen gubernatorial public joint debates, between the candidates for president and between the candidates for governor, within the party"[6] should be held prior to the primary election. Other than these pre-primary debates, there was a provision in the law for twelve public joint debates following the primaries between "the candidate for governor of the party which cast next to the highest number of votes at the primary election" and "the party candidate for governor of the party which cast the highest number of votes."[7]

The machinery for setting up the debates was specifically indicated in the law. A candidate would extend a challenge to debate to another candidate in his party. These challenges were to be in writing and filed with the Secretary of State whose duty it was to record them and send them to the candidate indicated by the challenger. Upon receiving a challenge from another candidate the challengee was to make known his acceptance in writing and indicate the place and time at which the debate or debates should be held. Priority of filing challenges was to be given to independent candidates "so as to encourage leadership" within the party. If a candidate should fail to accept a challenge, which had been duly filed, his name would not be certified "to the county auditors to be printed on the primary ballot."[8]

Aside from the presidential candidates, who might "appear in person or by proxy" for the debates, the debaters were not to be excused from appearing except on account of illness. In the latter case, there must be a "sworn certificate by a licensed physician that such candidate is positively unable to be present on account of sickness." In such instance as this the candidate was expected to have "some suitable person to represent him in such debates" as occurred during his absence.[9]

Debate Procedures and Rules

All debates were to be held in the court room of the courthouse at the county seat unless a more suitable place could be arranged. The debates were to begin at 8:30 p.m. The law specifically stated that any "public business occupying the court at that hour" should "vacate the room for the debate."[10]

All details regarding the selection of place, chairmen, and publicity for the debates were to be handled by the party national, state, and county committeemen or committee chairmen. If for some reason a chairman was not appointed or did not appear at a particular debate, the law provided that "the person to preside may be chosen from the audience by a majority vote of the people present at the meeting."[11]

Regulations governing the conduct of the debates were as follows:

1) discussion was to be restricted to the "paramount issues" of the candidates engaged in the debate
2) personalities and "personal imputations" were not to be brought into the debate "under any circumstances"
3) the candidate making the challenge should have his

"paramount issue" debated first

4) each candidate should open and close the debate on his "paramount issue"
5) Robert's Rules were to be followed except where specific provisions were made in the law
6) speaking sequence and time allotments were as follows:

> . . . opening affirmative argument for each paramount issue not to exceed twenty minutes; negative argument for each paramount issue not to exceed thirty minutes; closing affirmative argument for each paramount issue not to exceed ten minutes, except that allotted time saved on one argument may be used on another argument on either paramount issue in any one evening.[12]

The law provided further that the party representative in charge (i.e., the county chairman, party national committeeman, or chairman of the party central committee) give equal publicity to the candidates for a given debate and that each candidate required to take part in the debates "shall receive payment of ten cents per mile for distances necessarily traveled in going to and returning from such joint debate or debates . . . it being the intention hereof that the state shall pay all expenses of mileage herein provided."[13] The debate chairman, in addition to explaining the provisions of the debate to the assemblage and introducing the debaters (candidates), was expected to keep time during the speeches and to see to it that the various legal regulations of the debate were adhered to.[14]

Conclusion

Some thirty debates, including gubernatorial and presidential candidates, were held under this law in the 1920 campaign and election year. In general, the debate regulations and procedures prescribed by the law were carried out with two exceptions. As it turned out, law-or-no-law, "politicians were politicians" and "personal imputations" were brought into the debates although usually lessened in sharpness by broader slams at faction or party "inefficiency" and "irresponsibility." Of greater significance was the almost complete disregard for the regulation regarding the statement and use of the "Paramount Issue"—i.e., "one well defined and definite principle for a public policy." It is true that all of the candidates involved in the debates presented and argued from paramount issues but they ranged from the vague single words ("Republicanism" and "Americanism") of gubernatorial candidate James H. McMaster[15] and presidential candidate Leonard Wood[16] to the rambling, loaded, kitchen-sink-type statements ("The efficient and honest administration of the state government for the benefit of all of the people, and not of a clique; the abolition of useless commissions created to reward political lieutenants, and the creation of a bipartisan civil service in the state, with preference given returned soldiers" and "Prompt ratification of the Peace Treaty and League of Nations Covenant with immediate establishment of the League at Geneva; immediate reduction of war taxes; and prompt restoration of normal labor and trade relations by proper legislation") of gubernatorial candidate William W. Howes[17] and presidential candidate James W. Gerard.[18]

Although the debates were well attended and enthusiastically received, this provision of the South Dakota primary law

was repealed the following year. The more conservative wing of the republican party had opposed the "joint debates" from the beginning ostensibly on grounds of their impracticability. However, largely through the herculean efforts of Mr. Richards (one of the leaders of the progressive minority wing of the party), who expended enormous amounts of energy and a considerable part of his personal financial wealth in selling this and other provisions of the primary law to the people, the debate provision was passed in spite of strong opposition from the conservatives. In defense of the repeal action taken by his administration Governor McMaster stated that, while he saw a certain value in having two candidates for the same office appear together on the same platform to debate public issues, the "joint debates" were too binding on the candidates — preventing them from conducting their own campaigns as they saw fit—and too expensive a burden on the taxpayer.[19] Perhaps James O. Monroe, presidential candidate from Illinois and one of those who participated in the "joint debates," unknowingly put his finger on the chief cause for the repeal of the provision in South Dakota. When asked what he thought of the "joint debate" provision he replied that he favored it but added that it could never be put through in his home state of Illinois, for, said he "it would kill the politicians."[20]

FOOTNOTES

[1] This paper is based in part on a Master of Arts thesis completed at the University of South Dakota under the direction of Harold M. Jordan.
[2] Miles Poindexter, *Challenge to General Leonard Wood*, Secretary of State Political Record Book, File 62682, Box 567, Pierre, South Dakota, January 13, 1920, p. 12.
[3] General Leonard Wood, *Acceptance of Poindexter Challenge*, Secretary of State Political Record Book, File 62682, Box 567, Pierre, South Dakota, January 30, 1920, p. 12.
[4] *South Dakota Code* (1919), 7125.
[5] *Ibid.*
[6] *Ibid.*, 7126.
[7] *Ibid.*
[8] *Ibid.*
[9] *Ibid.*
[10] *Ibid.*
[11] *Ibid.*
[12] *Ibid.*
[13] *Ibid.*
[14] *Ibid.*
[15] *Dakota Republican*, February 26, 1920, p. 7.
[16] *Official Party State Publicity Pamphlet* (March, 1920), p. 75.
[17] *Ibid.*, p. 16.
[18] *Ibid.*, p. 16.
[19] W. H. McMaster, Personal Interview, December 21, 1949: *Yankton Press and Dakotan*, February 26, 1920, p. 1: *Daily Argus-Leader*, February 27, 1920, p. 3.
[20] James O. Monroe, Personal Letter, July 5, 1952.

The Greek Rhetoricians on Deistic Reference

Richard L. Johannesen

Deistic reference (allusion to Deity and religion) is a rhetorical device which not only is widely employed today but also was frequently used by ancient Greek orators. Of pertinent interest to such usage are the theoretical precepts expounded by the Greek rhetoricians. Although not extensive in quantity, these precepts are valuable aids in understanding both Greek culture and oratorical practice.

During September, 1959, Russian Premier Nikita Khrushchev visited the United States. Although he is an avowed atheist, Khrushchev attempted to adapt his speeches to his audiences by using religious references. He sprinkled his remarks with "references to the Deity." For example, he declared, "We have taken a lot of Christ's precepts."[1] Were such "nods to God," such allusions to deity and religion, a new experience for the American public? Certainly not.

Deistic references have been used by numerous of our noted American orators. Patrick Henry appealed for God's aid in his stirring *Liberty or Death*. Abraham Lincoln used this device widely in his addresses. So, too, Franklin D. Roosevelt utilized deistic reference in some of his speeches. In his *First Inaugural Address*, F. D. R. concludes, "We humbly ask the blessing of God. May He protect each and every one of us! May He guide me in the days to come." Not only did Roosevelt make numerous references and appeals to God, but also he often employed Biblical allusions and Biblical phraseology.[2] Many more such examples of deistic reference in American oratory could be noted. In fact, we need but listen to political speakers or read their speeches in order to become aware of the wide use of this device in today's public address.

One might believe that the use of deistic reference in oratory is perhaps of American origin or at least had its advent only in the Christian era. This, however, is a false assumption, for the device dates back to ancient Greece. We sometimes fail to realize that even though the ancient Greeks are often pictured as irreligious heathen, religion of a special type did play an important role in their lives.

If religion means the consciousness of weakness and dependence on a power higher than mortals, if it is a longing for sympathy and protection from

Richard L. Johannesen (M.A., University of Kansas, 1960) is an Instructor in Speech at the University of Kansas.

the powers which control nature, and if prayer and sacrifice are religious acts, then the ancient Greeks were clearly a religious people. Religion entered deeply into their lives and was constantly before them in nearly all events related to the States and individuals.[3] Religious hopes and fears were dominant motives and thus religion was an abiding influence.[4] Fairbanks, however, doubts that true religious emotions were stirred or satisfied. He doubts that their religion was genuine, sincere and heartfelt.[5] In spite of such doubts, most writers on the subject agree that domestic and public religion exerted a great influence in the lives of Greek citizens. Whether it was sincere or not, religion was a definite influence. In every undertaking, the gods were man's first consideration. The people attached deep respect and faith to the outward symbols of religion.[6]

The ancient Attic orators capitalized upon this religious feeling and profusely employed deistic reference in their speeches. These Attic speakers used the gods to swear by and to conjure by. They continually referred to the care and blessings of the gods.[7] We hear from two different sources that Demosthenes constantly had the names of the gods on his lips.[8] In his oration *On the Crown*, for example, Demosthenes uses deistic reference on at least 25 occasions. Aeschines, in his oration *Against Crowning Demosthenes*, employs this device about 27 times.[9]

In light of the pervasive influence of religion in Greek life and in light of the extensive use of deistic reference by the Attic orators, it is both interesting and enlightening to examine the views of the ancient Greek rhetoricians concerning the use and value of this rhetorical device.

In their rhetorical works, both Plato and Isocrates are silent on the subject of deistic reference. However, both, in different ways, tend to link rhetoric and religion. Plato, in the *Phaedrus*, which was written slightly after 387 B.C., says that the true rhetorician must "be able to speak . . . so far as is possible, in a manner pleasing to the gods."[10] Plato thus views rhetoric as an instrument for making god's will prevail, and he feels that the perfect rhetorician, as a philosopher, knows the will of the gods.[11] In his *Antidosis*, an oration in defense of his rhetorical teachings written about 353 B. C., Isocrates notes, "Persuasion is one of the gods, . . . and the city makes sacrifices to her every year."[12] Here Isocrates is making reference to the fact that the worship of Persuasion was established in Athens by Theseus and a statue of this goddess stood near the Acropolis. Hence, on the one hand Plato considered rhetoric as a servant of god's will, while on the other hand Isocrates noted that rhetoric or persuasion was a god.

Both Plato and Aristotle recognized the value which a personal show of piety may have in putting one in a good relationship with god and his fellow men. In the *Gorgias*, which was written slightly before 387 B. C., Plato postulates that "the most valuable kind of self-protection" comes through "avoiding any unjust word or deed in regard either to men or to gods."[13] At one point in his *Politics*, Aristotle objectively discusses the methods by which tyrants may gain power. "He must be seen

always to be exceptionally zealous as regards to religious observances, for the people are less afraid of suffering any illegal treatment . . . and they also plot against him less, thinking that he has even the gods as his allies."[14] In these cases, then, both Plato and Aristotle see that a show of piety by one man may have influence upon others. Of course, this influential show of piety might include appeals to deity and religion in speeches.

Aristotle makes substantial statements concerning the use and value of deistic reference. In one segment of his *Rhetoric,* which was probably completed about 336-335 B. C., Aristotle discusses numerous topics, or lines of argument, which may be employed by orators. In outlining two of these topics, he sets forth fairly definite rhetorical theory related to deistic allusion. Of topic number eleven, he says, "Another line of argument is founded upon some decision already pronounced." He goes on to add that the best decisions upon which to base arguments are those by people "whose decision they cannot gainsay because he has complete control over them . . . as the gods, or one's father, or one's teacher."[15] Orators, Aristotle thinks, may add weight to their argument by referring to an accepted decision or decree by the gods. When discussing topic number twenty-eight he declares, "Another line is to draw meanings from names . . . This line of argument is common in the praises of the gods."[16] Consequently, Greek orators may press home a point by comparing a man's name to the name, or the meaning of a name, of a god.

Throughout the segment of his *Rhetoric* dealing with such lines of argument, Aristotle often uses actual examples of deistic reference, either his own or drawn from Greek orators, to illustrate a specific topic. For example, under topic number four he says, "Another line of proof is the 'a fortiori.' Thus it may be argued that if even the gods are not omniscient, certainly human beings are not."[17] Again later he states, "Another line of proof is secured by defining your terms. Thus, 'What is supernatural? Surely it is either a god or the work of gods.' "[18]

Religious oaths were taken seriously by the ancient Greek populace.[19] It is interesting, therefore, to find Aristotle discussing at some length the swearing of oaths as a "non-technical" means of persuasion. He explains, "If you wish to offer an oath, you may argue that piety disposes you to commit the issue to the gods." He goes on to say that one might argue "that it is outrageous for your opponents to refuse to swear about this question, when they insist that others should do so."[20] At an earlier point, Aristotle elaborates the various techniques which the forensic orator, or lawyer, may utilize. He notes that one rhetorically effective method of presenting a charge is to declare that the accused has broken or disregarded numerous solemn obligations like oaths."[21] Hence, Aristotle believes that one type of deistic reference, namely the religious oath, can be influential in persuasion.

In another section of the *Rhetoric,* Aristotle analyzes in detail the various emotions which a speaker may stimulate in order to sway the audience. He defines these emotions as "all those feelings that so change men as to affect their judgements."[22] At

one point in his analysis, he observes that the audience feels the emotion of confidence when their "relations with the gods are satisfactory, as will be shown by signs and oracles."[23] Religious signs and the pronouncements of oracles were widely accepted by the Greeks.[24] An orator, thus, could foster confidence for his cause in the audience by referring to favorable oracles and signs.

In still another portion of the *Rhetoric*, Aristotle expounds the proper training of the deliberative, or political, orator. When discussing the political orator's knowledge of Goodness and Utility, he says, "That is good which has been distinguished by the favor of a discerning or virtuous man or woman, as Odysseus was distinguished by Athena . . . Paris by the goddesses."[25] Here Aristotle is telling the orator that one measure of Goodness is the favor of the gods. Consequently, if an orator can demonstrate that the gods favor his proposal, he may establish its Goodness in the minds of his hearers.

In summary, then Aristotle felt that deistic reference could be used by both deliberative and forensic orators. He believed that such deistic appeals were of value in oaths, in stirring the emotions, in establishing Goodness and in developing lines of argumentation.

The *Rhetorica ad Alexandrum* is generally accepted as having been written by Anaximenes (380-320 B. C.) who was an orator, historian, rhetorician and supposedly a tutor of Alexander the Great.[26]

In discussing the various subjects about which orators deliberate in council chambers and parliaments, Anaximenes extensively analyzes the ways in which religious rites may be treated. He says the political orator may pursue three lines of reasoning in speaking about religious ceremonies. "Either we shall say that we ought to maintain the established ritual as it is, or that we ought to alter it to a more splendid form, or alter it to a more modest form." The author analyzes in detail the arguments and appeals that may be used in developing these three lines. For example, if we favor greater splendor in ritual, we might argue that "the gods show more benevolence towards those who pay them more honor." At the close of the treatise, he again summarizes these three main lines of religious argument.[27] The author, then, is clearly instructing the political orator on the ways in which he can use deistic reference to strengthen arguments dealing with religious rites.

At another point, Anaximenes outlines the various arguments and factors of success which the political orator may use to exhort the populace to war. The orator, he says, must select from these arguments the ones that most favor his proposal. He declares that one major cause of success in war is "the favor of the gods which we shall call good fortune."[28] The astute political orator, therefore, may strengthen his plea for war by showing that the gods favor his plan.

In section XVII, Anaximenes discusses the use of religious oaths both to support one's own cause and to condemn an opponent's. He says in defining an oath, "An oath is an unproved statement supported by an appeal to the gods."[29] Thus, the author tells the orator that he may aid his cause and weaken his opponent's by the use of the deistic device of the religious oath.

On three occasions, when elaborating the lines of argument which a defendant may utilize in court, Anaximenes declares that one method is to show that the alleged evil acts were "not due to oneself but to . . . misfortune." [30] Earlier in his treatise, the author defined good fortune as the favor of the gods. Here he is saying that a defendant may strengthen his case by demonstrating that his acts were not due to himself but rather were due to the disfavor of the gods, or misfortune.

Thus, in summary, Anaximenes in the *Rhetorica ad Alexandrum* tells us that deistic reference can be used effectively in oaths, in discussing religious rites, in exhorting to war and in courtroom defense.

Theophrastus, who lived from 372-287 B. C., was one of Aristotle's favorite pupils. His *Characters,* written about 319 B. C., contains sketches of various types of human personalities. This book apparently was designed for use by orators and its objective was to analyze human nature so that the orators' appeals could rest on sound psychological grounds.[31]

In section XVI, Theophrastus analyzes the character which he terms Superstitiousness. He notes that the Superstitious character tends to have a sort of cowardice toward the divine. In time of trouble he calls upon the gods for aid and at other times he asks "what God or Goddess he should appease."[32] Hence, an orator using Theophrastus' analysis would better be able to appeal to the superstitious-religious motive of the Greek personality.

In section XV, Theophrastus examines the character of Surliness. In noting the characteristics of a surly person, he concludes, "He is apt, also, not to pray to the Gods."[33] Using this analysis, then, a Greek orator might condemn his opponent as surly by showing his disregard for prayer to the gods.

Demetrius' *On Style* is another Greek rhetorical work which makes at least one passing statement related to deistic reference. Although some critics assign this treatise to Demetrius Phalereus, its true author is actually unknown.[34]

In discussing the various means of achieving elevation of style, the author of *On Style* declares, "Elevation resides also in the nature of the subject-matter, when for instance, . . . heaven is the theme. The man who listens to a great subject is promptly beguiled into thinking that the discourse itself is great."[35] From this statement an orator would discover that the influence of his speech could be heightened by referring to great subjects, such as heaven, the gods, or religion. In other words, deistic reference and appeal may enhance the effectiveness of a speech. On other occasions, the author, just as does Aristotle in his *Rhetoric,* uses actual examples involving deistic reference to illustrate various techniques of the "eloquent" style.[36]

What can we conclude from our analysis of the Greek rhetoricians' views on deistic reference? In contrast to some of the major rhetorical concepts which have come down to us from the Greeks, little was actually written on this deistic rhetorical device. What was written by the rhetoricians was not in the form of a compact, centralized treatment of the subject. It is somewhat unusual that while the Attic orators placed heavy emphasis on this device in actual practice, the theoretical emphasis by the rhetoricians was not as great.

Nevertheless, is it clear that these ancient rhetoricians, especially Aristotle and Anaximenes, recognized the importance and potency of deistic reference in specific situations. Thus, in various portions of their rhetorical works, these writers did outline precepts concerning specific uses of deistic reference.

Deistic allusion is especially useful in declaring solemn oaths. It also would have great impact in stirring the emotions of the audience, especially in appealing to the superstitious-religious facet of Greek personality. Additional applications advocated for deistic reference include its use in developing Topics or lines of argumentation, in establishing the Goodness of an idea, in discussing religious rites, in exposing impiety and in exhorting the populace to war. Deistic reference was a potentially potent force in deliberative, demonstrative, and forensic oratory. In short, the Greek rhetoricians viewed deistic reference as a valuable offensive and defensive weapon to be included in the orator's armory.

FOOTNOTES

1. "Why His 'Nod to God'?" in *Kansas City Star* (September 24, 1959). See also "Dictator at Close Range," in *U. S. News* (October 5, 1959), pp. 75-76.
2. See *American Public Addresses*, ed. A. Craig Baird (New York, 1956), pp. 31-32, 115, 117, 261-267, 273, 293-294.
3. Walter W. Hyde, *Greek Religion and Its Survivals* (Boston, 1923), pp. 33-34, 38.
4. John C. Lawson, *Modern Greek Folklore and Ancient Greek Religion* (Cambridge, England, 1910), pp. 6-7.
5. Arthur Fairbanks, *A Handbook of Greek Religion* (London, 1910), pp. 268-269.
6. Charles B. Gulick, *The Life of the Ancient Greeks* (New York, 1902), p. 262.
7. Fairbanks, *op. cit.*, p. 268.
8. See Francois Auguste Chateaubriand, quoted in L. Bredif, *Demosthenes*, trans. M. J. MacMahon (Chicago, 1881), p. 405. Also see Martin P. Nilsson, *A History of Greek Religion*, trans. F. J. Fielden (Oxford, 1925), p. 276.
9. *Aeschines and Demosthenes*, trans. George W. Biddle (Philadelphia, 1881), pp. 111-228, 3-108.
10. Plato, "Phaedrus," trans. Harold N. Fowler, *Plato*, I, (London, 1914), p. 559.
11. Everett Lee Hunt, "Plato and Aristotle on Rhetoric and Rhetoricians," in *Studies in Rhetoric and Public Speaking*, ed. A. M. Drummond (New York, 1925), p. 38.
12. Isocrates, "Antidosis," trans. George Norlin, *Isocrates*, II (London, 1916), p. 323.
13. Plato, "Gorgias," trans. W. R. M. Lamb, *Plato*, V (London, 1914), p. 517.
14. Aristotle, *Politics*, trans. H. Rackham, I (London, 1932), p. 469.
15. Aristotle, "Rhetoric," trans. Rhys Roberts, *Aristotle's Rhetoric and Poetics* (New York, 1954), p. 148.
16. *Ibid.*, p. 154.
17. *Ibid.*, p. 144.
18. *Ibid.*, p. 146.
19. Gulick, *op. cit.*, p. 265.
20. Aristotle, "Rhetoric," pp. 88-90.
21. *Ibid.*, p. 82.
22. *Ibid.*, p. 91.
23. *Ibid.*, p. 107.
24. Gulick, *op. cit.*, pp. 266, 271-273, 282.
25. Aristotle, "Rhetoric," p. 45.
26. See Atkins, *Literary Criticism in Antiquity*, I (Cambridge, England, 1934), p. 160. See also *Rhetorica ad Alexandrum*, trans. H. Rackham (London, 1937), pp. 259-261. R. C. Jebb, *The Rhetoric of Aristotle* (Cambridge, England, 1909), p. xix.
27. *Ibid.*, pp. 287-291, 445.
28. *Ibid.*, p. 299.
29. *Ibid.*, p. 349.
30. *Ibid.*, pp. 313, 315, 327.
31. Atkins, *op. cit.*, p. 155.
32. Theophrastus, "Characters," trans. J. M. Edmonds, *Theophrastus* (London, 1924). pp. 79-83.
33. *Ibid.*, p. 79.
34. See Rhys Roberts, trans., Demetrius, *On Style* (Cambridge, England, 1902), p. 64.
35. *Ibid.*, p. 107.
36. *Ibid.*, p. 99.

Jacob Engstrand's Use of Persuasive Devices in Ibsen's Ghosts

Erling E. Kildahl

Ibsen's minor character, Jacob Engstrand, has three goals in Ghosts: *(1.) to persuade Regina to leave her post as housekeeper in the Alving residence and join him in town; (2.) to preserve Pastor Mander's friendship for him; (3.) to obtain financial support for his business venture. This article illustrates how he accomplishes all three goals by using varied persuasive devices including deductive reasoning, cause and effect reasoning, logic, use of evidence, dilemma, inducement, emotional appeal, flattery, harshness, and threat.*

1.

In the great gallery of major dramatic characters created by Henrik Ibsen there should be room for at least a miniature of Jacob Engstrand, carpenter, and devious master of persuasive devices and duplicity—one of the truly remarkable, if despicable, minor characters in dramatic literature.

There are five characters in Ibsen's *Ghosts*. Of the five Jacob Engstrand has the fewest speeches (107 to be exact) and appears on the stage only once in each of the three acts. Yet in that short aggregate span of time Engstrand is phenomenally successful in obtaining his goals which are: (1) to persuade Regina, his nominal daughter, to leave the Alving residence and join him in a busiless venture in town; (2) to preserve, and if possible strengthen Pastor Manders' friendship and alliance; and (3) to obtain financial support for his projected Sailors' Home.

That Jacob Engstrand is able to accomplish his ends in such a brief period of time is a tribute to Henrik Ibsen's dramaturgical use of certain persuasive techniques. That Engstrand employs his gifts for villainous purposes in no way detracts from his amazing performance. Whether Jacob Engstrand is a master carpenter or not Ibsen does not tell us; but that his creature is a master of subtle argumentative devices he leaves no doubt.

Jacob Engstrand has a formidable arsenal of argumentative weapons at his unscrupulous disposal. He wheedles, coaxes, is conciliatory, and quick-witted; like a brilliant debater he adapts his attack to developments of the moment; he uses effective emotional appeal based on sound audience analysis, and although his motives are usually camouflaged in a deferential, almost obsequious humility, he is capable of flattery, harshness, or threat if these devices serve his purposes.

2.

We are introduced to this devious but undoubtedly talented

Erling E. Kildahl (M.T.A., Pasadena Playhouse School of the Theatre, 1946) is Associate Professor of Speech and Associate Director of Purdue Playshop at Purdue University.

man at the very beginning of the play:

Regina: (below her breath). What is it you want? Stay where you are. The rain is dripping off you.
Engstrand: God's good rain, my girl.[1]

He is immediately conciliatory—and quick-witted. But the conciliatory words and tone are soon dropped when it suits his purpose:

Regina: I am not going to have anyone find you here; so now you know, and you can go.
Engstrand: (coming a few steps nearer). Not a bit of it! Not before we have had a little chat.

And that chat he means to have.

During this opening scene he employs a number of devices in trying to persuade Regina to give up her promised position at the new Orphanage and come with him in his new business venture. He tries inducement:

Engstrand: Well, you see, I thought of putting the money into something that would pay. I thought of some kind of an eating-house for seafaring folk—
Regina: Heavens!
Engstrand: Oh, a high-class eating-house, of course—not a pigsty for common sailors. Damn it, no; it would be a place ships' captains and first mates would come to; really good sort of people, you know.
Regina: And what should I—?
Engstrand: You would help there. But only to make a show, you know. You wouldn't find it hard work, I can promise you, my girl. You should do exactly as you liked.

But Regina rejects the bait. Engstrand tries to appeal to her feelings of enjoyment and sympathy, capped by metaphor:

Engstrand: But we must have some women in the house; that is as clear as daylight. Because in the evening we must make the place a little attractive—some singing and dancing, and that sort of thing. Remember they are seafolk—wayfarers on the waters of life!

Then he abruptly shifts his tactics to "common sense" logic:

(Coming nearer to her.) Now don't be a fool and stand in your own way, Regina. What good are you going to do here? Will this education, that your mistress has paid for, be of any use? You are to look after the children in the new Home, I hear. Is that the sort of work for you? Are you so frightfully anxious to go and wear out your health and strength for the sake of these dirty brats?

These strong words fail too.

The earlier mention of money, however, has stirred a response in Regina. Now she asks:

Is it much that you have put by, up here?
Engstrand: Taking it all round, I should say about forty or fifty pounds.
Regina: That's not so bad.
Engstrand: It's enough to make a start with, my girl.
Regina: Don't you mean to give me any of the money?
Engstrand: No, I'm hanged if I do.
Regina: Don't you mean to send me as much as a dress-length of stuff, just for once?

And now he dangles another inducement before her eyes:

Come and live in the town with me and you shall have plenty of dresses.

But this ruse, too, she rejects. Next he tries flattery:

You wouldn't be living with me long, my girl. No such luck—not if you knew how to play your cards. Such a fine wench as you have grown this last year or two—
Regina: Well—?
Engstrand: It wouldn't be very long before some first mate came along—or perhaps a captain.

Again he fails to move her.

At this point Engstrand has a canny whim. Flattery has no effect and the vision of marriage with a ships' captain does not entice Regina. But she is interested in money. He returns to that possibility:

Well, don't bother about marrying them. You can make it pay just as well. (More confidentially.) That fellow—the

> Englishman—the one with the yacht—he gave seventy pounds, he did; and she wasn't a bit prettier than you.

But he has made a miscalculation. Regina is interested in money but not in prostitution as a means of obtaining it—at least not at this time. Angry, she threatens to hit him, and he does not wholly succeed in mollifying her.

Engstrand has one more persuasive gambit to employ before he leaves Regina in this opening scene—veiled threat. As Pastor Manders is approaching the house, Regina urges the carpenter to get out, to "be off down the kitchen stairs," to which he rejoins:

> Yes, Yes—all right. But have a bit of a chat with him that's coming along. He's the chap to tell you what a child owes to its father. For I am your father, anyway, you know. I can prove it by the Register. (He goes out . . .).

In his persuasive attempts to achieve his first goal, Jacob Engstrand has not extended himself. In analyzing his opponent, Regina, he has rightly concluded that inducement, simple logic, and flattery should be sufficient to sway her. When he makes his exit in Act I he should be somewhat puzzled at his failure in actuating Regina, for, after all, she is quite simple. But he does not know that she has an ambitious goal of her own which is stronger than any desire he can arouse in her. She has hopes, meagerly based in reality but buttressed by heady ambition, of marrying Oswald Alving, the son of her mistress. Only after that possibility is destroyed do Engstrand's arguments and blandishments bear fruit, and she joins him at his business establishment in town.

3.

Pastor Manders is naive and gullible. Engstrand, it is clear, has had an easy time humbugging him, making of him a friend and ally, and has been able to make even his basest purposes seem high in the clergyman's eyes. We are made aware of this situation in Act I after Engstrand has departed. The pastor and Mrs. Alving are conversing:

> *Manders:* He [Engstrand] has so many things on his mind, poor fellow—so many anxieties. Heaven be thanked, I am told he is really making an effort to live a blameless life.
> *Mrs. Alving:* Really? Who told you so?
> *Manders:* He assured me himself that it is so. He's a good workman, too.
> *Mrs. Alving:* Oh, yes, when he is sober.
> *Manders:* Ah, that sad weakness of his! But the pain in his poor leg often drives him to it, he tells me. The last time he was in town, I was really quite touched by him. He came to my house and thanked me so gratefully for letting him work here, where he could have the chance of being with Regina.
> *Mrs. Alving:* He doesn't see very much of her.
> *Manders:* But he assured me that he saw her every day.
> *Mrs. Alving:* Oh, well, perhaps he does.
> *Manders:* He feels so strongly that he needs someone who can keep a hold on him when temptations assail him. That is the most winning thing about Jacob Engstrand; he comes to one like a helpless child and accuses himself and confesses his frailty.

We, who are fully aware of Engstrand's real reasons for coming to the country to work, and of his true attitude toward Regina, are quite convinced not only that Manders is a simpleton but that the carpenter has employed his suasive gifts very skillfully indeed.

Before Engstrand appears in Act II, Manders has been fully informed by Mrs. Alving that Captain Alving, her dead husband, was the real father of Regina by a maid of the Alving

household, Joanna. He now knows that Engstrand had pretended he was the father of the unborn Regina, and had married Joanna for the sake of seventy pounds which Mrs. Alving had given the girl to hush her up. Manders had officiated at that marriage ceremony after Engstrand had "confessed" and accused himself bitterly for his light conduct with his fiancee, Joanna.

Now, Manders is furious (somewhat belatedly) at being duped by the carpenter on that occasion many years earlier. Engstrand enters. He notes Manders' anger immediately and instantly dampens it by suggesting that the pastor conduct a prayer meeting for the builders who "have worked so honestly together all this time" to which Manders, caught off balance, rejoins somewhat stupidly:

> Prayers? Up at the Orphanage?

thus presenting Engstrand with an opening which he deftly uses to put the clergyman on the defensive by saying:

> Yes, sir, but if it isn't agreeable to you, then—

at which the pastor can only limply protest:

> Oh, certainly—but—h'm!

Pastor Manders, however, is not completely disarmed. He attacks Engstrand by demanding to know from his own lips what his relationship is with Regina.

Jacob Engstrand, for the only time in the play, is indecisive and floundering. But not for long. He stalls until he knows how many of the details surrounding his marriage to Joanna are really grasped by Manders. He admits to having deceived the pastor about the marriage, takes the blame on himself, and then quite firmly launches his rhetorical counterattack in the form of deductive reasoning. Thoroughly understanding his adversary, Engstrand is able in very short order to establish a basic premise of his argument by means of a variation of the yes-response:

> *Manders:* . . . how can you possibly justify what you did?
>
> *Engstrand:* Was the poor girl to go and increase her load of shame by talking about it?

He instantly follows this stroke by establishing common ground with the pastor and nailing down additional premises for his reasoning by means of comparison:

> Just suppose, sir, for a moment that your reverence was in the same predicament as my poor Joanna—
>
> *Manders:* I!
>
> *Engstrand:* Good Lord, sir, I don't mean the same predicament. I mean, suppose there were something your reverence were ashamed of in the eyes of the world, so to speak. We men oughtn't to judge a poor woman too hardly, Mr. Manders.

Manders, perhaps realizing what Engstrand is up to, tries to escape agreeing with him by saying a little desperately:

> But I am not doing so at all. It is you I am blaming.

But the clergyman is already trapped. Engstrand goes on inexorably establishing basic premises; in this instance in the form of a categorical syllogism:

> Will your reverence grant me leave to ask you a small question?
>
> *Manders:* Ask away.
>
> *Engstrand:* Shouldn't you say it was right for a man to raise up the fallen?
>
> *Manders:* Of course it is.
>
> *Engstrand:* And isn't a man bound to keep his word of honor?
>
> *Manders:* Certainly he is; but—
>
> *Engstrand:* At the time when Joanna had her misfortune with this Englishman . . . well, sir, then she came to town. Poor thing . . . she came then and confided in me with tears and gnashing of teeth. I can tell you, sir, it went to my heart to hear her.

The syllogistic form here employed is worthy of Socrates himself.

The remainder of the scene between the carpenter and the pastor in Act II is concerned with two matters. First, Engstrand accounts for the seventy pounds that Joanna received as hush money. That matter is satisfactorily explained by means of vivid and colorful lies, with a paraphrasing of the Bible and a few well-shed tears thrown in which win over Manders completely. Secondly, Engstrand makes a plea, based on sympathy, for financial help in launching his business venture in town which now he describes as a Sailors' Home.

In Act II Engstrand has not only kept Pastor Manders as a staunch friend and ally, largely by means of a sound argumentative technique, but he has also succeeded in interesting the minister in his business enterprise. This groundwork will soon help him in accomplishing his third goal—financial support for his scheme.

4.

When next we encounter Engstrand, the play has moved along to Act III. The Orphanage has burned as a result of some mischance during or shortly following the prayer meeting that Manders has conducted for the workers. Although we have reason to believe that Engstrand set fire to the building through carelessness with matches, a habit pointed up earlier in the play, the carpenter has taken advantage of the confusion to plant the idea in Manders' mind that he, Manders, accidentally started the fire. When the two men come on the scene, Engstrand is diligently expanding that germ of belief in Manders' mind into full-blown conviction:

Engstrand: And to think it is my fault that Mr. Manders should be the cause of such a thing.
Manders: I assure you, Engstrand—
Engstrand: But there was no one else carrying a light there except you, sir.
Manders: (Standing still). Yes, so you say. But I have no clear recollection of having had a light in my hand.
Engstrand: But I saw quite distinctly your reverence take a candle and snuff it with your fingers and throw away the burning bit of wick among the shavings.
Manders: Did you see that?
Engstrand: Yes, distinctly.
Manders: I can't understand it at all. It is never my habit to snuff a candle with my fingers.
Engstrand: Yes, it wasn't like you to do that, sir.

By now Pastor Manders is convinced that he did indeed cause the fire. How can he refute such detailed circumstantial evidence? And Engstrand has established the cause. Now he proceeds to reason from that cause. If Manders set the fire what will the newspapers say about him? In Engstrand's words, they "won't be very kind to your reverence, I expect." Manders, in mental anguish and visualizing the impending disgrace, agrees.

Thus Engstrand has adroitly but unscrupulously maneuvered the clergyman into an untenable position. He has placed the pastor in a neat dilemma. Manders cannot deny that he set the fire, however accidentally, because he is convinced that he was responsible; yet neither can he publicly admit it without facing acute criticism and possible ruin of his career.

Engstrand now proceeds to exploit the pastor's impasse by offering himself as a scapegoat who will take the blame for causing the fire and which will allow Manders to escape from his horrible position. But there is a price for this service that

Reverend Manders must pay, and which without hesitation he guarantees: financial support for Engstrand's sailors' refuge to be paid from the Alving capital that was to have supported the Orphanage.

The carpenter has accomplished the improbable. He has successfully played upon Manders' fears and has brought him to the point where he will aid and abet Engstrand's immoral business venture, for there is little doubt that the Sailors' Home is in reality intended to be a house of prostitution.

From the moment Manders is convinced that his carelessness caused the destruction of the Orphanage and has visualized the consequences to his career, the final developments are examples not of argumentation but of blackmail. Nevertheless, in part by means of rhetorical persuasion, Engstrand achieves his third purpose: financial support for his investment plans.

5.

It may be argued that Engstrand's principal opponent, Pastor Manders, is a poor match for the carpenter's wily mind and sinuous persuasion. Yet the clergyman has had the advantages of a formal education, of training in homiletics, argument, and the use of logic, and must be adjudged a worthy antagonist as far as background and intellectual advantages are concerned. Compared, however, on the bases of shrewdness, sophistication, and cool purpose, the pastor is out-classed. Engstrand reads Manders like a book, knows his weaknesses and failings, and coolly and efficiently goes about exploiting them to his own advantage.

The carpenter has little to do with Mrs. Alving or Oswald. He never exchanges a word with the latter and only a few with the former. He does not pit himself against Mrs. Alving because she knows too much about him. She would destroy his fine tissue of lies and delicate web of argument—and he knows it.

This paper has attempted to demonstrate how the character, Jacob Engstrand of Ibsen's *Ghosts*, pursues and achieves his three goals in the play largely by means of persuasive techniques and devices including deductive reasoning based on example, cause and effect reasoning, logic, use of evidence, dilemma, inducement, and emotional appeal, based on shrewd audience awareness and employed by a resourceful, cunning mind.

Throughout the play Henrik Ibsen never allows Jacob Engstrand to waste a word. The character single-mindedly drives toward his goals, and he is a consistently sly and devious scoundrel. He obeys Ibsen's injunction in *Brand:*

> Be not today, tomorrow, one,
> Another when a year is gone;
> Be what you are with all your heart,
> And not by pieces and in part.[2]

In pursuing his objectives with all his heart, Jacob Engstrand efficiently employs persuasive devices. By having him do so, his creator displays a keen knowledge of argumentative tactics. In sum, by means of this brief analysis of Engstrand's role in *Ghosts*, we must recognize that more than a superficial knowledge of these specific skills was possessed by Henrik Ibsen, master dramatist.

FOOTNOTES

[1] All quotations are from the Archer translation of *Ghosts*, available in numerous editions.

[2] Quotation from the C. H. Herford translation of *Brand*, Vol. III: *The Collected Works of Henrik Ibsen* (New York: Charles Scribner's Sons, 1960), pp. 22-23.

"What and Whither? The Undergraduate Course in Business and Professional Speaking"

Frank E. X. Dance

Business Speaking courses differ from courses in Professional Speaking and both courses should have academically viable and departmentally unique content and organization.

Nothing is harder than trying to accurately assess the picture you create in the minds of others. However, sometimes we are fortunate enough to find articulate critics who are willing to disclose their opinions.

In the preface to his book *Managing by Communication*, Willard V. Merrihue, manager of community and business relations for the General Electric Company, says that he ". . . has eagerly followed many a fresh trail to undergraduate schools lured on by the semantics of a catalogued curriculum which indicated a realistic treatment of business communication. Invariably the course concerned itself primarily with public speaking, report writing, and conference leadership."[1] Since corporation executives such as Mr. Merrihue are among those interested in hiring students trained in business and professional speaking courses, observations such as his are specially pertinent.

At a recent convention of a regional speech association one sectional program, dealing with business and professional speaking, included participants from business and industrial firms in a large metropolitan community. The failure of these speakers to even mention the work being done in our academic, undergraduate courses in business and professional speaking gives some indication that we are not reaching our target audience. Perhaps if we were to ask business and industrial representatives such as Mr. Merrihue and the aforementioned convention speakers what they thought of the courses under examination they would reply in a collective voice that as far as they were concerned the courses were unknown, and thus unsuccessful. Were we to pursue the question and ask the advice of these gentlemen as to whither these courses should go, they might well reply, "Out!"

I am not suggesting that academicians allow their curricula to be structured by such crass and pragmatic standards as the layman's evaluation of course success. I only use the examples cited above for the sake of demonstrating the confusion of concepts and opinions concerning the undergraduate course in business and professional speaking both within and without the academic community.

An examination of current offerings in this area throughout the country indicates that the typical undergraduate business and professional speaking course can be described in terms of setting, goal, and organizaiton.[2]

Setting The course can be found in any one, or combination, of the following settings.

Frank E. X. Dance (Ph.D., Northwestern University, 1959) is Assistant Professor of Speech at the University of Kansas.

(1) The course taught in a liberal arts or humanities program. For those of us teaching within a college framework this is the most common course situation. (2) The course taught in the undergraduate program of a professional school. This type of course is often offered in the curriculum of an Engineering program. (3) The course taught in the undergraduate program of a business school. Courses in this framework are becoming ever more common. (4) Courses taught in the undergraduate pre-professional program. These courses although offered by a liberal arts college are centered in a pre-medical or pre-legal program and are recommended by these programs' advisors.

Goal Whereas settings can be discerned through rather impartial observation, the construction of goal-models involves a much more subjective approach. Three variant goal-models present themselves. (1) Many courses seem to have been created and designed for the purpose of building a departmental program by attracting students who would not normally enroll in a public speaking course. In such cases we can often observe a change of course title but no corresponding change in course content. (2) The course may have been especially designed and tailored to meet the specifications of a specific interest group such as the Engineering School. In these cases, a change in nomenclature and unit arrangement can sometimes be noted, but the course frequently remains basically a practical public speaking course. (3) Infrequently a course is found which has been designed to fulfill an academic need, a need springing from the realities of life's demands rather than from the desire of a department for course proliferation or catalog "One-upsmanship." Such courses are planned for specific, previously unserviced audiences and have been organized afresh rather than being minor remodels of extant courses.

Organization Two organizational patterns are evident in the courses we are discussing. Most commonly the course evidences the conventional organization of a public speaking course. Within this conventional organization a special emphasis is usually placed on various types of situational speeches; speeches such as the interview, the sales presentation, the oral report, and others of this nature. A second organizational framework is presented by those courses which have been planned in the light of recent work in the field of organizational communication as personified in the efforts of Fritz Roethlisberger and Charles Redding.

In general the undergraduate Business and Professional Speaking course has typically been a public speaking course with special emphasis on various types of situational speaking, designed for a student audience which otherwise would not elect a course in the speech department. It has *almost* always been business oriented and seldom has any attention been given to the needs of the pre-professional student. The course structure has usually resulted from: (A.) A change in audience. This shift of clientele is signified by a change in title or in the location of the course within the school structure. (B.) A change in content. In such a course structure the emphasis is more often upon recent work in organizational

communication rather than conventional public speaking. (C.) A synthesis of both A. and B. Such a structure is quite rare but gaining in popularity.

Thus far I have tried to depict present undergraduate course offerings in business and professional speaking. The remainder of the paper will be devoted to outlining desirable paths of future improvement and development.

The course should be *needed*. The course planner must ascertain whether or not there is a legitimate academic need for an undergraduate course in business and industrial speaking, or in professional speaking. Without engaging in a complete *apologia* at this time it seems to me that a legitimate academic need could be indicated by demonstrating either different substance (content), or different methods of manipulating previously arrived at substance (different means of meeting similar situations).

The course should be expected to meet certain criteria and expectations. These standards should be conceptualized and codified *before* organizing the course. These standards, ranked in what I consider their order of importance, would be:

1. Academic standards of content.
2. Your personal and professional standards of excellence.
3. The standards and expectations of the administration.
4. The standards and expectations of your colleagues.
5. The standards and expectations of the community and of future employers.
6. The standards and expectations of the students. (I hasten to mention that I place this last not because of its intrinsic value but because student standards and expectations are seldom high enough in terms of course content and structure.)

If the course successfully meets the criteria of the academic setting and of your own personal and professional standards of excellence, it will most often, but not always, meet the remaining criteria.

Some specific suggestions for the organization of such courses follow.

All courses dealing primarily with the principles and practices of public speaking should be so labeled. By being specific in our labeling and by not using course titles which promise more or different things that the course content can hope to accomplish, we can avoid some of the types of criticism to which we have been subjected.

The public speaking courses, unchanged, may legitimately be recommended to all future businessmen, industrialists, labor leaders, and members of professions.

Courses designed for specific audiences should be offered only on the Junior-Senior level. At this level there is a better chance that the student's professional goals are in clearer focus, thus providing motivation and specificity.

The Business and Industrial Speaking Course should be separated from the course in Professional Speaking since there is a difference in the situations met by these two groups and in the means of meeting these situations. In business and industrial speaking situations we are more concerned with the reciprocal impact of the organization on

communication. In the professional speaking situation the speaker has ethical and social responsibility stemming from his professional status that have a bearing on his communication efforts.

In all such courses we should heed Charles Redding's injunction, given during the 1960 Convention of the Central States Speech Association, that the courses must deal ". . . with significant theoretical concepts." Recent research in organizational communication and the findings from fields outside of speech which have a bearing on the oral communication processes should be incorporated into our course material. There is a place for skills, but there is also a need for lucid presentation of the theoretical structure from which the oral communicative skills emerge.

Neither monies available, nor community pressures by monied groups, should be allowed to dictate academic curricula. Special institutes, or proprietary schools are capable and suitable for the handling of such demands.

In the undergraduate course in Business and Industrial Speaking less emphasis should be placed on skills training than has been traditional. Firms have expressed a preference for in-plant training rather than for extensive undergraduate training in speaking skills. The needs of specific skills training can most often be met in lower level courses.

The undergraduate course in Professional Speaking should try: (1) To develop an understanding of the speech communication responsibilities of professional people. (2) To develop an understanding of the role played by speech communication in professional life. (3) To instill in the student a desire for continuing self-education in terms of the role of speech communication in his professional life. (4) To develop the student's ability to successfully meet his speech communication responsibilities as a future member of a profession.

The time has come for those of us interested in the maintenance of high professional standards and in the achievement of worthwhile life goals in the field of undergraduate training in business, industrial, organizational, and professional speech communication, to pay attention to our critics. Certainly there is ample evidence that were we to ask for critical opinions concerning our undergraduate Business and Professional Speaking courses there would be little unanimity of opinion and surprisingly few positive votes. Now is the time to change this image.

FOOTNOTES

1. Willard V. Merrihue, *Managing by Communication* (New York: McGraw-Hill, 1960), p. v.
2. These course settings can be ascertained through examination of school catalogues. Substantiating information was elicited by instruments used in the unpublished Ph.D. dissertation, "An Analysis of the Speech Programs in 108 Selected Evening Colleges in the United States," Frank E. X. Dance (Northwestern University), 1959.

RESEARCH REPORTS

Frank E. X. Dance
University of Kansas

Rhetorical Criticism

6. "A Note on 'Invention' and 'Judgment' in John Donne's Poetry."

To E. of D. with six holy Sonnets

See Sir, how as the Suns hot Masculine flame
Begets strange creatures on Niles durty slime,
In me, your fatherly yet lusty Ryme
(For, these songs are their fruits) have wrought the same;
But though the ingendring force from whence they came
Bee strong enough, and nature doe admit
Seaven to be borne at once, I send as yet
But six; they say, the seaventh hath still some maime.
I choose your judgement, which the same degree
Doth with her sister, your invention, hold,
As fire these drossie Rymes to purifie,
Or as Elixar, to change them to gold;
You are that Alchimist which alwaies had
Wit, whose one spark could make things of bad.[1]

Aside from the implications which this poem has for students interested in Donne's biography, it also has one important but rarely noticed implication for students interested in Donne criticism. The implication arises from Donne's use of the words "invention" and "judgement." By supplying modern meanings which are at the same time compatible with Renaissance meanings of these words, the reader may note that Donne seems to be setting forth the following reason for sending the Earl of Dorset these sonnets: since Dorset's own *conceptions*, in his "fatherly yet lusty Ryme," provided the inspiration for Donne's sonnets, Donne claims to be seeking Dorset's *opinion* of these sonnets. But such a gloss confuses the meaning of the powers Donne attributes to Dorset's "invention" and "judgement," for to be like "fire" and "Elixar" they would have to be like refining operations. The gloss conceals the fact that "invention" and "judgement" were the names of the first two arts of logic and rhetoric. When this fact is taken into account, one finds in this poem a clear indication not only that Donne saw these arts involved in the creation of poetry but also that he believed they served definite functions in the creative process.

Invention (*inventio*) and judgment (*judicium*) were the two arts of Renaissance logic. But because Renaissance logic was actually dialectic, and because its two arts had as their subject matter the probable and as their aim persuasion, invention and judgment were very close in nature to invention (*inventio*) and arrangement (*dispositio*) which were the first two of the five arts of rhetoric. Ramism, the most important theory of composition in Donne's day, deprived rhetoric of its first two arts and taught that there was only one "natural logic," which consisted of invention and judgment or disposition and which was useful alike to orators, poets, and philosophers—and critics, for the Ramist pedagogical theory stressed "analysis" as well as "genesis." In spite of the controversy between the Ramists

and the traditionalists, it is safe to generalize that throughout Donne's lifetime the first art of composition (logic or rhetoric) was called invention and the second was called both judgment and disposition.[2]

In its primary meaning, as the first art of composition, invention provided the "places" (cause, effect, subject, adjunct, etc.) wherein "arguments" could be created. The arguments were the series of relationships which existed within the known order of things; a concept (e.g., man) subjected to the places would produce arguments (his efficient cause is God, his formal cause is his soul, his effects are his actions, etc.).[3] In its secondary meaning, invention referred to the created discourse itself. In this poem Donne uses the term in both meanings: he means both Dorset's "Ryme" which inspired Donne's sonnets and Dorset's creative powers which will make him a superior critic of Donne's sonnets. Judgment or disposition was the second art of composition; it provided the precepts whereby the arguments were arranged within statements and the statements were arranged within the discourse in order that one may judge the truth or falseness of the arguments (thus, it was called both judgment and disposition).[4] Also, judgment meant the appraisal based on these precepts. Again, Donne uses the term in both meanings: having received Dorset's invention, he turns to Dorset in order that the latter may apply the process of judging, through the precepts of the second art of composition; and Donne asks for Dorset's appraisal — in order that Donne may make the necessary revisions.

It is important to note, too, that Donne calls invention the "sister" of judgment and that he sees invention and judgment as performing similar functions in the creation of poetry: purifying and transmuting ideas. These arts were the means whereby the ideas could be made clear, truthful, and persuasive—the disciplinary means whereby the imagination gave form to thought. But these arts contained merely systematized precepts, merely tools whose efficacy ultimately depended upon that "Wit, whose one spark could make good things of bad."

FOOTNOTES

1. Herbert J. C. Grierson, *The Poems of John Donne* (London, 1912), I, 317.
2. See Wilbur Samuel Howell, *Logic and Rhetoric in England, 1500-1700*, Princeton, 1956. For a discussion of the intellectual implications of the Ramist system, see Walter J. Ong, *Ramus, Method, and the Decay of Dialogue*, Cambridge, Mass., 1958.
3. Abraham Fraunce, *The Lawiers Logike* (London, 1588), fol. 8^{v}. This book was one of the fullest treatments of Ramist logic published in English in Donne's day.
4. Fraunce, fol. 86^{r}.

Thomas O. Sloan
University of Illinois

7. "A Study of the Problem of Exemption from the Basic Speech Course."

Exemption from the required basic speech course in four-year college curricula was studied with particular attention given the elements of the problem at South Dakota State College. However, the two step project has significant information for speech departments in colleges that do require the basic course.

The first step was a survey of 297 college speech departments, selected randomly throughout the United States. Of the 219 institutions replying to the questionnaire, 177 required a basic speech course of all or some of the students. Seventy-six of these indicated they followed a prescribed procedure in exempting students from that basic course. Common elements of those procedures included petition forms, information sheets, college placement tests, English proficiency tests, academic records, evidence of sufficient work in speech in high school, oral performances, and written tests over the subject matter of the basic course.

The following could tentatively be concluded from the exemption programs described:

1. No institution describing the practice of an exemption program reported any research to support the procedure followed.

2. Most schools reporting on their practice of exemption suggested that the small number of students affected did not warrant the function.

3. Several institutions indicated that fallacies in the system made it undesirable and indicated need and plan for further study and revision of the program in practice.

The second step involved a comparison of possible measures for exemption available to the Speech Department. Using 113 students enrolled in the basic speech course, a coefficient of correlation (Pearson's product moment method) was determined for each element of measurement available to the speech department, with a standard measurement. This standard measurement was an instructor's judgment on a four-step rating scale, at the end of nine class periods, measuring the ability of the student as to the objectives set forth for the basic course.

The highest correlation was between the standard rating and the evaluation of the speech performance. This correlation coefficient was .41, which is statistically significant, but not high enough to be a completely satisfactory predictor for individual exemption.

The correlation of .35 between the standard rating and the verbal SCAT score indicates that further study of this score as a probable screening measure could be made. The analysis of the total scores on all students receiving a "4" (highest) rating revealed that those receiving the "4" rating on the standard scale (with the exception of one student having a language barrier) had raw scores of 50 or more, placing them within the fourth quartile on that test. Of the ten students who receiving a "4" rating on the evaluation but not on the standard, only two had scores of over 50 on the SCAT verbal. This suggests the possibility of a cut-off point on a similar verbal ability test as a screening device.

A low but significant correlation was found between the standard and background questions dealing with extracurricular work in speech and with the total speech background indicate this as another possible screening device in an exemption procedure.

Items measured and showing insignificant correlations included a reading comprehension score, high school speech courses taken, total SCAT score, and English placement score.

It appears from this study that in the final analysis, the measurement most reliable in the exemption process would be the demonstration speech performance, rated by members of the speech department. Elements of a screening program might include a verbal college entrance examination score and background in speech activity in high school. Other possible screening measures should be studied.

Joyce E. Milliken
Purdue University

Note: Those desiring further information should write to Mrs. Joyce E. Milliken, Dept. of Speech, Purdue University, Lafayette, Indiana.

Communication Processing

8. Renewal of a grant from the National Science Foundation provides for completion of a two and a half year test program for evaluating procedures for the exploitation of literature of interest to metallurgists.[1-5] The principal goal of this program, initiated in December 1959, is to obtain data on the technical and economic effectiveness of the processing and searching procedures used by the Center for Documentation and Communication Research in its information searching service provided for the American Society for Metals. This fully operational service, using the GE 225 computer, includes both "current awareness" and retrospective searching of literature of interest to metallurgists.[13] Procedures used in analyzing questions, programming questions, and analyzing search results, are being evaluated on the basis of experience gained in the Center's work for the American Society for Metals.[11]

The test program includes (a) formal system tests to measure the effect in search results of relaxation of various levels of detail in the WRU system: (b) tests to determine the consistency of use of role indicators and grammar in the preparation of telegraphic abstracts, and the consistency of preparation of telegraphic abstracts by different abstractors from identical sources (e.g., articles or abstracts) and from different sources (from articles vs. from abstracts); (c) assessment of search-subscriber satisfaction; and (d) assessment of the quality of same search results by other potential users.

Under a supplement to the original National Science Foundation grant, funds have been provided for participation in the ASLIB-Cranfield project, a study of the comparative efficiency of various information retrieval systems.

The National Institutes of Health have provided for a grant for a program of machine searching of representative portions of the disease vector control literature.[6]

Using the "telegraphic abstract" technique developed at the Center, 2,500 conventional abstracts of articles relating to insect borne diseases have been indexed in detail. Taxonomic, chemical, and disease terminology derived from these telegraphic abstracts is being coded. Test searches of the encoded material, based on questions submitted by research workers at the Center for Documentation and Communication Research, will be done on the GE 225 computer.

The American Diabetes Asso-

ciation has provided a grant for the development of a system of abstracting, encoding, and machine searching of the diabetes literature.[7]

The U. S. Office of Education has provided a grant for the establishment of a pilot information service for educational research material. Work was begun in April 1961 on the detailed analysis of over 4,000 documents of current and recent research in education.

A basic program being conducted for the U. S. Air Force Office of Scientific Research involves work on a generalized theory of documentation and searching strategy, study of metalanguage for use in documentation systems, and a study of efficiency of various information retrieval systems.[8-10] As a part of this basic program, word association tests, using a number of scientific terms, are being administered in the scientific community to determine whether there is a high correlation between terms associated with the test terms, and the cross references provided in various retrieval systems.

Participating in this program as visiting research professors have been Mr. J. Verhoof of the Technical University of Delft, Netherlands, and Mr. Robert Fairthorne of the Royal Aircraft Establishment, England.

Investigation has been continued on the application of machine methods to the searching of legal literature, on the basis of a previous study (done in cooperation with the Western Reserve University School of Law) of methods of analysis and indexing for machine searching, of the sales provision of the Uniform Commercial Code, and the cases pertaining to that code.[11]

A feasibility study of the problem of making available the subject content of foreign-language patents and reports, by developing detailed, standardized abstracting procedures, was conducted for an industrial organization. Another study, a survey of information service requirements for an organization in the missile and space field has also been completed.[12] This latter study included a comparative systems analysis, and an examination of the scope and available facilities of various organizations in the information retrieval field.

In cooperation with Syracuse University, the Center is conducting a broad survey of the needs of users of information retrieval systems in the social sciences.

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Jessica C. Melton, *A Note on the Compatibility of Two Information Systems; Colon Classification and Western Reserve University (Encoded Telegraphic Abstracts) and the Feasibility of Interchanging their Notations.* AFOSR TN 60-261.
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Central States Speech Association Announcements and Reports

Central States Speech Association Committees . . . 1961-1962

(The name of the Chairman appears first.)

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The above distribution of committees shows a total of 62 members, four of whom have membership on two committees.

States are represented as follows: 3 each—Kansas, North Dakota; 4 each—South Dakota, Oklahoma, Iowa, Minnesota; 5 each—Ohio, Nebraska; 7 each—Illinois, Indiana, Missouri; and 9 from Michigan.

There are 47 from colleges and universities, and 19 from primary or secondary schools and their administrations.

Central States Speech Association Convention Program

April 6-7, 1962, Sherman Hotel, Chicago

TIMES, AREAS, THEMES AND PROGRAM PLANNERS*

FRIDAY, APRIL 6, 1962

9:00 A.M.

General Session
Keynote Speaker: A. Craig Baird
Outstanding Teacher Awards: Frances McCurdy

10:30 A.M.

Speech Science
Interpretation
"Great Teachers of Interpretation"—Frances McCurdy*
Public Address
"Research in Foreign Public Address"—Wilmer A. LinKugel*
College Forensics
"How Should the Debater Prove His Case"—Harold Jordan*
Psychology
"The Psychology of Learning"—Franklin H. Knower*

1:15 P.M.

General Session
Business Meeting

2:25 P.M.

Dramatics
"What Is Wrong With Educational Theatre?"—Arthur L. Housman*
Radio-TV-Films
"Conservation Projects for TV Wastelands"—Ralph L. Smith*
Speech Education
"Publish Or Perish—I'd Rather Be Read Than Dead"—John T. Rickey*
Rhetoric
"Research Techniques in Specialized Rhetorical Studies"—James W. Cleary*
Discussion
"Teaching Discussion Classes"—Halbert E. Gulley*

4:00 P.M.

Technical Theatre
"Creating the Classical Environment"—Herbert L. Carson*
Audiology
"Problem Areas in Aural Rehabilitation"—Herbert J. Oyer*
Reading Hour
Keith Brooks*
Secondary Speech
"Utilization of Selected Method Textbooks"—Doris Niles*
Discussion
"National Discussion Contest"—Wayne Thompson*
Research
"How Can the Publication of Research in Public Address be Accelerated?"—Paul Brandes*

5:15 P.M.

7:00 P.M.

Midwest Forensic Association Meeting
CSSA Advisory Committee Meeting

SATURDAY, APRIL 7, 1962

9:00 A.M.

Dramatics
"Community Theatre: Adult Education or Art"—Arthur L. Housman*
Speech Education
"Teaching Large Sections"—John T. Rickey*
Rhetoric
"Studies in French Oratory"—James W. Cleary*
Adult Communication
"New Dimensions in Adult Communication Training"—William Conboy*
Psychology
"The Psychology of the Audience"—Franklin H. Knower*

10:45 A.M.

Technical Theatre
"The Life, Words, and Influence of Adolphe Appia"—Herbert L. Carson*
Films-Radio-TV
"Film and the Liberal Arts: Student-Made Film"—John Kuiper*
Secondary Speech
"Keeping Speech Alive Despite Pressures from Other Academic Fields: Some Procedures that Work in Selected Areas"—Doris Niles*
Speech in the Elementary School
"Significant Developments in Elementary Speech Education"—Kenneth Brown*
College Forensics
"What Events Should the Forensic Tournament Include"—Harold Jordan*
Discussion
"Research in Discussion"—Halbert E. Gulley*

1:15 P.M.

Dramatics
"Summer Theatre: Is It Worth the Price?"—Arthur L. Housman*
Speech Correction
"Relationship between Therapist and Supervisor"—Marian Donewald*
Interpretation
"Empathy in Interpretation: Debut Papers"—Frances McCurdy*
Radio-TV-Films
"Closeup of Midwest Airborne's Experiment in Mass Communication"—Ralph L. Smith*
Public Address

Report of CSSA Committee on Awards to Outstanding Young Teachers

FRANCES MCCURDY
COMMITTEE CHAIRMAN

For the fifth year the Central States Speech Association is making an attempt to single out promising young teachers of speech through its program of awards made at its annual meeting. The project began in 1957 when the executive board of the Association appointed a committee to invite nominations for awards to be made in 1958. The first committee made its selection on the basis of statements made by the nominating bodies and information furnished by nominees about their training, philosophy, and professional activities.

Since nominations were frequently made by the department from which the nominee was graduated on the basis of his promise as a student, the committee in the following year made an effort to determine that the nominee had proved himself as a teacher as well as a student and required a recommendation by the immediate supervisor of each person considered for the award. In 1960 the committee added a fourth item for evaluation when they asked supervisors to rate nominees on a list of qualities such as knowledge of subject matter, intellectual integrity, enthusiasm for teaching, ability to write and speak well, and professional promise.

The first committee divided the thirteen states of the Central Area into six regions: I, Nebraska, North Dakota, South Dakota; II, Oklahoma, Kansas; III, Iowa, Missouri; IV, Wisconsin, Minnesota; V, Illinois, Indiana; VI, Ohio, Michigan. If nominations warrant, one award is made in each of the six regions, and as many as seven awards at large may be made in addition. Not since the first year have seven awards at large been made.

Since the program was initiated, each of the thirteen states in the Central Area has been represented in the list of awards. Seven teachers in Illinois, five in Wisconsin, and five in Michigan have been singled out for distinction. The forty-four awards made have gone to teachers in thirty-five different institutions. Only six institutions have had two or more members of their staffs designated as outstanding young teachers. They are the universities of Nebraska, Indiana, Michigan State, Missouri, Illinois State Normal, and Wisconsin. Fourteen awards have gone to teachers in public or private elementary or secondary schools, thirty to teachers in colleges or universities. Nine have been made in the area of speech correction, twelve in public address, fifteen in drama or a combination of speech and drama, four in general speech, two in forensics, and two in TV or a combination of TV and drama.

Four years is perhaps not sufficient time to evaluate the success or failure of the attempt to recognize outstanding young teachers. A check of contributors to the journals and of participants on programs at the annual meetings of SAA and CSSA shows that many award holders from college and university staffs

are active in these areas. Such activity is less probably the effect of the award than an indication that the original distinction was justified. Whether or not receiving the award has contributed to an individual's academic well being is unknown; the committee in 1961 made sure that deans and department heads were aware of the honor received by a member of their staff by sending them letters of congratulation. Certainly, the distinction is encouraging to a young teacher even if it bears no direct relation to promotion or salary increase.

The Association is again inviting nominations for awards to be made in Chicago in 1962. The program deserves the attention of departments of speech and other appropriate nominating agencies. The integrity of awards is ensured by the worth of nominations. A nomination shows the confidence of older staff members in a young teacher who shows promise and provides incentive for his colleagues. Moreover, focusing attention on the characteristics of good teaching may be as beneficial to older teachers as to the young man or woman eligible for the honor.

Liaison, Central States

Paul A. Carmack
Retired Committee Chairman

The Central States Speech Association created a standing committee in 1957, to serve as a clearing house of ideas in Speech Education, for use in its thirteen state area. This committee, in addition to its leadership in program planning counsel, was requested to "determine whether there are projects in the various fields of speech with which the CSSA can assist."[1] It was listed as the standing committee on "Liaison with Special Learned Associations."

During the administrations of CSSA presidents Wilbur E. Moore, Wayne N. Thompson, and N. Edd Miller, the committee worked toward completion of these ideas and suggestions for future liaison. The effort culminated in a sectional program of such reports at the CSSA meeting held April, 1959 in Detroit. The committee had been asked to assemble suggestions for improvement of Speech Education in the Central States. From such proposals CSSA officers and members might then assist in "worthwhile research projects and special publications." The committee was thereby instructed to survey our CSSA regional resources and needs which could merit attention and assistance by the Central States Speech Association. Those who participated in this particular survey and subsequent programs reports were David S. Hawes, Indiana University; Bess Sondel, University of Chicago; M. D. Steer, Purdue University; Walter S. Dewey, Ohio State University and Paul A. Carmack, Ohio State University as Chairman.

The findings resulted in a number of project possibilities and proposals. For example it was suggested that the work of the placement service could be expanded by listing all Central States graduate student "job hunters" and all available and anticipated openings.

As a regional organization, CSSA could receive federal government contract money to finance research projects set up by the CSSA organization, much as the $800,000 which has been available for rehabilitation of speech and hearing defects.[2] It could finance a central data bank of case studies of stutterers. This data repository could be expanded by the findings of doctoral candidates of the area universities. The CSSA as an organization could pay for extended research on promising projects which are now partially complete but essential to progress toward solution of related problems. Other critical studies could be expedited by duplication of effort to establish conformity in results. Small sample studies could be financed to determine the desirability of more complete research projects. A continued inflow of information would justify the bank. It could disseminate current titles of theses, dissertations and research projects. Basic research results, when compiled from many campuses with different orientation, could assist in establishing norms. The Central Data Bank and Clearing House could store equipment which could be requisitioned by member institutions. An inventory of equipment in CSSA territory could be collated, especially in instances where it is now in greatest demand and short supply. Such an inventory as initiated by John Black of Ohio State University should be made continuous. The central repository for instruments and data might be financed from sources such as the National Defense Education Administration grants. Because of the present need for large numbers of trained therapists, recruitment should be accompanied by a uniform public school license requirement by the thirteen state Departments of Education in the Central States. The resulting interchange of graduates among the states should have a scholarly and stimulating effect on therapists and their instructors.

In order to speed training for the large group of needed therapists, a plan might be evolved whereby students could be sent to a number of campuses in order to profit by a variety of the strong features of each of the teaching programs in the CSSA graduate schools. It could prepare stronger graduates if they could take sections of their graduate work at campuses noted for a strength in *special parts* of the total program for the degree. The graduate therapist (or therapists) could be sent to campus B for training in the strongest features of the educational program for which that department is noted and then to campus C for *its* strongest contribution to such training. He could then return and complete his degree at campus A.

In all areas of graduate speech education, a cooperative plan for pooling instruction and groups of specialized research population for use by experimenters could be made available to all concerned. Some research projects need a larger "supply" of specialized research students or faculty members than can be found on one campus.[3] Some experiments rely on large numbers of undergraduate students who are taking the beginning courses

in speech fundamentals. Availability of a greater number of such students could cut the time necessary to complete the Ph.D. dissertation research. Some projects often require the interviewing and testing of large numbers of advanced undergraduates, graduate students, and staff members in order to formulate test instruments, theories, and propositions.

Such studies often need wider sampling than can be found on one campus. Furthermore, the findings from a variety of campuses would improve the validity of the comparative judgments needed to evaluate the voice attributes of a series of speakers; reactions to emotional portrayals in dramatic scenes; recognitions of voice defects, of unusual speech characteristics and of evaluative methods in persuasive speaking.

In the past, the experimenter has had to accept his local limitations or he could use a mailed questionnaire or he could ask a colleague to do a comparable experiment on another campus. Either the researcher was forced to use an inadequate statistical sampling, or again he might not recognize a local or temporary factor which can color results; further, his colleague of the second campus might unknowingly be doing the experiment from his own peculiarly different slant.

One way to find a larger number of good subjects and widen the types of background environs would be to have one graduate student conduct *all* the research, as a transient on two or more campuses. Some of the testing or interviews could be done in a few days. Other research might require residence for an extended time. Here the graduate school universities might exchange transient student housing facilities on a reciprocal basis. The transient might lecture to local students and compare notes about his project. Where such exchanges have already begun, it is hoped that it may be augmented and used in more graduate school's research for problem solutions. The possibilities of such cooperation are quite promising.

In connection with such an exchange of researchers, it could be fruitful to hold a central states meeting devoted to an exchange of ideas about the creation and use of tests.[4] Bess Sondel would like to determine how semantic techniques are employed to accomplish the test objectives. What criteria of evaluation of the responses can be established? What care has been taken in sampling? Have all elements been considered? Can parallel research projects be used to test the results of other tests?

Experimentation could be expanded in the direction of communication process effectiveness. Communication which deals with reading, writing, speaking, listening, and thinking is central to the cyclic teaching-learning process. Since we are alternately teaching-learning-teaching, we could profit by making a study of the effectiveness of the world's "structured dynamic networks of patterns" as to their ability to transmit and carry understanding for the verbal patterns that designate *actual* patterns. Such patterns refer to those of the present day and they also represent anticipated patterns in the world of tomorrow.

For instance the industrial engineer is quite conscious of "mental blueprints" and in his writing and speaking the verbal patterns are part of his plan for communication. When he starts a verbal pattern the listener may respond with a leap ahead to the entire pattern.

Bess Sondel suggests that speech instructors assist as "consultants in communication" in other departments to help improve the teaching-learning situation. She is serving as a teacher-advisor for the School of Business of the University of Chicago. The object there is to improve the communicative skills of lecturers. She goes to the classrooms of this department as "student," observer and adviser. She lectures where communication is relevant to the course content in such courses as Public Relations, Organization, etc.[5] She feels that other universities could profitably initiate or expand such cooperative consultation. It would be helpful to all departments to pool information and past experience with similar projects in the CSSA area.

There should be a published collection of the histories of the speech departments in the CSSA area. The chairman of each department could direct such a study as an honor's project, a graduate student's thesis or by the efforts of faculty members. The composite CSSA efforts could then be summarized to show the history, the change of philosophy and the present emphasis in speech education in the central states. This would of necessity be a long term activity. The summation and synthesis work could provide graduate student projects. It would make possible a classification of departments as to type of institution and instruction offered.

In addition to these suggestions, David Hawes[6] stresses the need for a "Central States Educational Theatre Clearing House," to exchange ideas and teaching materials. As examples of innovations which could well be disseminated generally, he suggests that at the State University of Iowa, a special program for the completion of meritorious original plays has been developed. The new play is rehearsed, evaluated, criticized, rewritten, and replayed until the playwright's problems are solved by the benefit of many student and staff members' suggestions. The best of the resulting products are put into the future drama productions of the campus series. The University of Michigan annually presents the Hopworth Award for the best new play.

A present trend to send a dramatic production to other countries includes the Denison University's overseas tour, the Michigan State University play presented in Europe, the Wayne State University plays presented in India and the University of Minnesota play casts in Europe and South America. The Purdue Playshop presents many original plays along with the English language premiers of many other plays by foreign authors. Other campuses which have profited from similar programs are: the University of Illinois, in association with the Festival of Contemporary Arts, the University of Nebraska, Illinois Wesleyan University, and others. The Ohio State University Theatre Collection is the scene of continuing historical research and collation. Indiana University, with a large staff and excellent facilities, advances educational theatre knowledge on and beyond its own campus.

The valuable information from these unusual and educationally valuable projects could well be extended to other campuses. In addition to such knowledge there is much of the finest of creative effort peculiar to many campus theatres. Yet, when the "set is struck," all of this creation and imagination perished with the last curtain. How may all this

knowledge, this creative activity be captured and then disseminated? A Central States clearing house for distillation and communication of CSSA theatre creativity and knowledge would be of great educational theatre value. This could be initiated by the preparation and submission of good articles for use in the Central States Speech Journal. A CSSA committee could be appointed to collect the new and helpful ideas from the collegiate theatres of the area. This pooling of information could include the innovations in teaching or experimentation. One or more members of the committee should be able to spend time traveling to other campuses to collect ideas and results. An exchange of directors for a semester or quarter, plus an exchange of play performances, could greatly increase the variety of ideas and knowledge for a valuable educational reciprocity. Classroom teachers could be exchanged for shorter periods of teaching if the semester exchange is not feasible. Panels of directors could observe final rehearsals and then offer suggestions for improvement. This CSSA clearing house of information could be a part of the total program of the American Educational Theatre Association.

It would be useful to check the CSSA drama departments to compare the dramatic productions with the materials and goals called for in course offerings. It could compare the educational objectives of theatre with that which *gets produced* on the stages of that campus.

More visits to other campuses to see how classes are taught, how research is conducted, more exchanges of outlines of courses of study could supplement the excellent cross-fertilization done by the programs of the CSSA and SAA speech conventions and by the articles in the *Central States Speech Journal* and other speech publications. As travel becomes easier and the use of educational television expands, every effort to up-grade instructions and research should be employed. It is necessary to move forward to stay abreast of the needs of the "impending tidal waves of students." To not use every means for self-improvement, by making the best of speech education available to all campuses, would be to lose ground and to fail to keep pace with demands of the immediate future. The committee hopes that these suggestions will have a value.

FOOTNOTES

[1] Correspondence from Wayne N. Thompson, President of CSSA, July 31, 1957.
[2] Proposed by M. D. Steer, Purdue University.
[3] Dewey, Walter S., The principal proponent of these suggestions.
[4] Suggested by Bess Sondel of the University of Chicago.
[5] Sondel, Bess. Correspondence, June 20, 1958.
[6] David Hawes, Theatre Area, Indiana University.

NEWS AND NOTES

JOHN TOLCH
UNIVERSITY OF WISCONSIN

STATE ASSOCIATION NEWS

ILLINOIS

Officers elected Nov., 1960
Mr. Ralph Micken, *President*
Southern Illinois University
Department of Speech
Carbondale, Illinois
Mr. Martin Cobin, *Sec.-Treas.*
University of Illinois
Department of Speech
Urbana, Illinois
Mr. Ralph Lane, *Editor*
Speech News
Glenbrook High School
Northbrook, Illinois
Mr. William E. Buys, *Reporter*
State Association News, CSSJ
Southern Illinois University

IOWA

Miss Thelma Whitford, *President*
East High School
Des Moines, Iowa

INDIANA

James Young, Reporter
Taylor University

Officers elected May, 1961
Mr. Edward Strother, *President*
Ball State Teachers College
Muncie, Indiana
Mr. Owen Stallard, *Sec.-Treas.*
Purdue University
Lafayette, Indiana

The annual meeting of the Indiana Speech Teachers Association was held October 27 in Indianapolis. The retiring president, Adeline Nall, presented a stimulating program. At the morning session Richard Scammon of the Indiana University theatre staff presented a lecture-demonstration on "Theatre Production Techniques." Bruno E. Jacob, executive director of the National Forensic League spoke on "The Educational Value of Speech Competition."

The luncheon featured a business meeting and an address by Dr. Jane Grills of Indiana State College, "Aspects of Airborne Television Instruction of Interest to Teachers of Speech."

In the afternoon, winners of the 1961 State High School Speech Events presented their winning entries. Sally Ingleman of Jefferson High School, Lafayette, was the dramatic interpretation winner; Janadine Mindock of Technical High School, Indianapolis, won in humorous interpretation; and Roger Circle of Jefferson High School, Lafayette, was the winning reader of poetry. Students of Brazil High School, under the direction of Juanita Shearer then presented Thornton Wilder's, "The Long Christmas Dinner." A highlight of the afternoon session was the reading of "My Last Duchess" by Dr. Lee Norvelle.

New officers of this group are: President, Lucia Bolt of Laboratory High School, Terre Haute; Vice President, Larry Highbough, Logansport High School; and Secretary-Treasurer, Elizabeth N. Thielemann, North Central High School, Indianapolis.

KANSAS

Wil Linkugel, Reporter
University of Kansas

Officers elected Apr., 1961
Mr. Richard Hildreth, *President*
Kansas State Teachers College
Emporia, Kansas
Mr. Al Higgins, *Sec.-Treas.*
Emporia High School
Emporia, Kansas
Mr. Wil Linkugel, *Editor*
Kansas Speech Journal
University of Kansas
Lawrence, Kansas

A fall meeting of the Kansas Speech Association was held in conjunction with the State

Teachers Convention at Salina High School. The speech convention program addressed itself to the subject of the fundamentals of speech course: what is it, what should it be? Dr. Norma Bunton, Chairman of the Department of Speech, Kansas State University, presided as moderator of the discussion.

The speech roundtable discussion at the Lawrence State Teacher's Convention was devoted to the high school speech teacher: as drama coach, as debate coach, and as general speech teacher.

Plans for the State Speech Association's chartered airplane for the convention of the Speech Association of America in New York have fallen through. Seventy-nine passengers were needed for the plane and only 40 signed up for the trip. Hopes are for an earlier start on the project next year, and perhaps publicizing the chartered plane to speech teachers in neighboring states.

MICHIGAN

H. W. Hildebrandt, Reporter
University of Michigan

Officers elected May, 1961
Mr. Fred Alexander, *President*
Michigan State University
East Lansing, Michigan
Mr. Grant Wessel, *Sec.-Treas.*
Eastern Michigan University
Ypsilanti, Michigan
Mr. Murray Hewgill, *Editor*
MSA Bulletin
Michigan State University
East Lansing, Michigan

"Speech Activities in Michigan" was the title for a program held at the fall meeting of the Michigan Speech Association. Participants included Al Storey and William Gilsdorf who discussed the forensic activities in Michigan. Mr. Gilsdorf is the new state Forensic Manager replacing Moyne Cubbage who is now teaching in Japan.

At the same fall MSA meeting, Wilbur Moore gave an address entitled "Speech in the Space Age;" a reading hour was held under the direction of Elbert Bowen; a panel discussed "Recent Trends in Teaching Speech;" and Dr. Charles Hurst of Howard University delivered the results of his study entitled "Speech and Functional Intelligence."

MINNESOTA

Officers elected Oct., 1960
Mr. Orville Olson, *President*
Hibbing High School
Hibbing, Minnesota
Mr. Frank Curry, *Sec.-Treas.*
Richfield High School
Richfield, Minnesota
Mr. Donald N. Dedmon, *Reporter*
State Association News, CSSJ
Saint Cloud State College

MISSOURI

Frances McCurdy, Reporter
University of Missouri

Officers elected Nov., 1961
Mr. M. G. Lorberg, Jr., *President*
Southeast Missouri State College
Cape Girardeau, Missouri
Mr. James Abbott, *Exec. Sec.*
University of Missouri
Laboratory School
Columbia, Missouri
Mr. Robert Wilhoit, *Editor*
Speech News
Drury College
Springfield, Missouri

Approximately eighty high school and college teachers attended an all-day workshop for speech teachers held by the Speech Association of Missouri on September 30, 1961. Dr. Georgia Bowman, professor of speech at William Jewell College, presided at the meeting. Dr. Loren Reid, professor of speech at the University of Missouri, made the opening address on "Experiences and Observation

of a Speech Teacher in Europe."

Sectional meetings were held in the afternoon on: debate, John Randolph, Westminster College, chairman; oratory, Fred Goodwin, Southeast Missouri State College, chairman; drama, Miss Judith Mayes, Southwest Missouri State College, chairman; and interpretation, Frances McCurdy, University of Missouri, chairman.

The Missouri Speech and Hearing Association held its annual all-day meeting on October 7 at Fontbonne College. Approximately 70 members were present. Dr. Frank B. Wilson, retiring president, presided at the business meeting and then turned the remainder of the session over to Miss Barbara Seelye, the president-elect.

Dr. Margaret C. Byrne, Director of the Speech and Hearing Clinic at the University of Kansas, was the featured luncheon speaker. Her topic was "Speech Improvement in the Classroom." The program also included demonstrations of auditory training with hard of hearing children at three age levels, separate workshops for speech and hearing to discuss criteria for acceptance into speech and hearing programs, and a panel on "Today's Issues—ASHA Criteria for Certification and Membership."

The Speech Association of Missouri held its annual meeting in St. Louis on November 3, 1961. Elections for new officers and board members preceded the luncheon and program sessions. A program of interest to speech correctionists was presented by a panel of teachers from the St. Louis County Public Schools.

A program of interest to teachers of the first course in speech at the college and high school level was also presented. Speaking for the colleges were Dr. W. P. Sandford of St. Louis University and Dr. Herbert Metz of Washington University. Sister Theophila of St. Elizabeth's Academy and Mr. Robert Walker of Sikeston, Missouri, spoke for the high schools.

NEBRASKA

Officers elected Oct., 1960

Mr. Philip Kaye, *President*
Nebraska Wesleyan University
Lincoln, Nebraska
Miss Maxine Trauernicht, *Secretary*
University of Nebraska
Lincoln 8, Nebraska
Miss Maxine Trauernicht, *Reporter*
State Association News, CSSJ
University of Nebraska

NORTH DAKOTA

John S. Penn, Reporter
University of North Dakota

Officers elected Oct., 1961

Enola Collins, *President*
Fargo Central High School
Fargo, North Dakota
Roberta Cochrane, *Secretary*
Devils Lake High School
Devils Lake, North Dakota

Plans were completed for setting up a new state educational organization to be known as the North Dakota State Speech Association when about sixty speech teachers met at the speech section of the North Dakota Education Association in Minot during the annual convention held there October 19-20.

Speakers for the meeting were Merrill T. Baker, Executive Secretary of the Central States Speech Association; Mr. Norman B. Arveson, Regional Director of the National Forensic League, Northern Minnesota District; and Mr. Earl Abrahamson,

Executive Secretary of North Dakota High School Activities.

OHIO

Paul H. Boase, Reporter
Oberlin College

Officers elected for 1961-62
Mr. Tom Ludlum, *President*
Capital University
Columbus 9, Ohio
Mr. Tom McManus, *Sec-Treas.*
Kent State University
Kent, Ohio
Mr. Paul A. Carmack, *Editor*
Ohio Speech Journal
The Ohio State University
Columbus 10, Ohio

The fourteenth annual Ohio Conference for Speech Education was held at the Music and Speech Center of Kent State University on October 14, 1961. More than 150 teachers and students of speech attended the Conference, and 300 high school debaters and their coaches heard a demonstration debate on the high school topic between Capital University and Western Reserve University. The Conference also included sectional meetings in Public Address, Theatre, Communications, Listening, Broadcasting, and Discussion.

Professor Ralph G. Nichols, President of the Speech Association of America, delivered the address at the noon luncheon, speaking on the subject: "He Who Has Ears."

Dr. Paul A. Carmack, editor of the proposed publication of the Ohio Association of College Teachers of Speech, has named his assistant editors. Paul D. Brandes, Ohio University, will serve as Rhetoric Editor. The editor in charge of Public Address will be Raymond Yeager, Bowling Green State University. Austin J. Freeley of John Carroll University is the Forensics editor. Editors for other interest areas may be named later. The name for the new publication will be the *Ohio Speech Journal.*

OKLAHOMA

Doris Niles, Reporter
Will Rogers H. S., Tulsa

Officers elected Oct., 1961
Mr. Ansel H. Resler, *President*
University of Oklahoma
Department of Speech
Norman, Oklahoma
Mr. Boyce Pennington, *Exec.-Sec.*
Southwestern State College
Department of Speech
Alva, Oklahoma

One of the best conventions in recent years was held in Oklahome City, October 27-28. Prof. Donald K. Smith, University of Minnesota, was the principal speaker. He also spent three days on the campus at Oklahoma State University lecturing and counselling with students.

Nine officers of the association were unanimously elected at the business session.

Mrs. Faye Garten, Midwest City High School, was in charge of the "barter room" at our recent convention. The "barter room" made available an exchange of ideas through a collection of films, pictures, tapes, scripts, teaching aids, and exchanges of student creative work.

Oklahoma's Outstanding Young Speech Teacher for the year is Mary Alice Baker of Southeast High School, Oklahoma City.

SOUTH DAKOTA

Officers elected May, 1961
Mr. Kenneth Erickson, *President*
Northern State College
Aberdeen, South Dakota

Mr. Alan Swanson, *Sec.-Treas.*
Milbank High School
Milbank, South Dakota
Mr. Harold Jordon, *Editor*
So. Dak. Speech Bulletin
State University
Vermillion, South Dakota
Mr. Kenneth Erickson, *Reporter*
State Association News, CSSJ

WISCONSIN

Fred E. Haug, Jr., Reporter
University of Wisconsin

Officers elected Nov., 1961
Mrs. Hermoine Knapp, *President*
Janesville High School
Janesville, Wisconsin
Mrs. Ethyl Rich, *Sec.-Treas.*
Baraboo High School
Baraboo, Wisconsin

Officers elected at the Wisconsin Speech Association meeting in Milwaukee on November 3 include Mrs. Hermoine Knapp, President and Mr. Howard Hansen, Vice-President. New members of the Executive Council are Mr. Fred Metzner, and Mr. Goodwin Berquist.

Professor Ralph Nichols of the University of Minnesota was the keynote speaker. He spoke on "Barriers to Communication."

Andrew Thomas Weaver, Professor Emeritus, University of Wisconsin was honored by the Wisconsin Speech Association for his years of teaching and leadership. Mr. Frederick E. Haug, Jr., speaking for the Wisconsin Speech Association presented Dr. Weaver with a desk pen set.

POSTSCRIPT . . .

At the University of Kansas a special committee on speech careers has prepared a booklet outlining career opportunities for speech and drama majors. The handsome booklet takes as its point of departure the premise that career training and liberal education may go hand in hand, and is designed to point out to students interested in speech and drama the career opportunities in Speech Communications, Speech Pathology and Audiology, Theatre, and Radio, TV, and Film. Sample copies may be obtained by writing the Department of Speech and Drama, the University of Kansas, Lawrence.

The offices of the Executive Secretary of Tau Kappa Alpha are now officially in Rm. 313, Speech Building, Ohio University, Athens, Ohio. *Please address all correspondence to this address* in care of Mr. Paul D. Brandes.

Miss Doris Niles reports the following information from a recent survey of seven Tulsa, Oklahoma, Senior High Schools. Twenty-eight speech classes are scheduled for 1961-62, 23 last year. Presently, 797 students are enrolled in speech as compared with 590 last year. One three act play and two programs of one act plays have been added. Assemblies were cut from four to two a month in one school and from three to two in another. One three act play was dropped. All courses are elective. A check of Oklahoma City schools revealed about the same picture. This brief survey was made to help evaluate the notion that speech education in secondary schools may be declining.

Broadcasting

The division of television-radio-film of the Department of Speech at the University of Iowa is sponsoring its third film series designed to demonstrate the capability and limitations of the

film as a recording mechanism, a method of communication, and an art. Shown this semester will be *The Young Chopin, The Love of Jeanne Ney, Three Forbidden Stories, Zero for Conduct, Drunken Angel, Sergei Eisenstein, and N. Y., N. Y.*

WSIU-FM (So. Ill. U.) is now on the air 12 hours per day under a student staff directed by Clifton Holman. WSIU-TV went on the air October 2, broadcasting in school instructional programs during the day and general interest educational programs at night. Richard Uray is station operations manager. Both operations are under the direction of Buren C. Robbins.

The Chicago Undergraduate Division, University of Illinois, is cooperating with seven other universities in the production of the WTTW-TV discussion-type program, "Meeting of Minds." Last summer the group of institutions produced "Seminar 61," a program series on communication.

The University of Michigan's TV Center has just acquired a color video tape recorder, to be used at the University Medical Center for recording the transmissions of the closed circuit unit at the hospital. This completes the fifth TV installation on the Michigan campus. One of the five is in the Speech Department's training studio.

Wisconsin Players presented a 90-minute telecast of Strindberg's *The Father* over WHA-TV, the University of Wisconsin station in Madison on December 12. The video-tape production, produced and directed by Professor Jerry McNeely of the Department of Speech, was given a repeat showing on January 15.

Marietta College has extended its educational television facilities for the teaching of required speech classes. Over 300 students are now able to receive instruction by closed-circuit TV. Assistant Professor Bernard Russi, Jr. is supervisor of this program.

The Michigan Center has begun video taping a series of 64 programs in American Literature for high school English classes. The tapes will be broadcast next fall from the flying transmitter of the Midwest Program in Airborne TV.

Theatre—Interpretation

Marion College (Indiana) is developing a Choric Speech Choir. The choir presented a Chapel program in Marion during November.

A new, flexible, auto-transformer lighting board designed by Professor David Thayer of the University of Iowa Theatre has been installed in the Studio Theatre. The board was built by Hub Electric of Chicago.

On October 17 the Macalaster drama chorus presented a short program for the Minnesota State PTA Conference at the St. Paul Auditorium. Included in the program was "The Casual Approach to Violence" from a Norman Cousins editorial. Arrangement of the selection was done by the director of the group, Mary Gwen Owen.

The second annual summer theatre program at Eastern Illinois University was held this

past summer. There were twenty-two people enrolled including majors from art, music, social science, elementary education, English, and speech. Three plays, *See How They Run*, *The Time of Your Life*, and *All My Sons* were given five performances each.

The drama division of Ohio University's School of Dramatic Arts and Speech once again operated two theatres last summer —the Monomoy Theatre at Chatham, Mass., and the Ohio Valley Summer Theatre, at Athens, Ohio. Both theatres broke previous attendance records. The theatre at Monomoy presented eight plays, the one at Athens, six. Anyone who might be interested in becoming a member of the stock company of either theatre can secure further information from Prof. Christopher Lane, Director, Ohio University Theatre, Ohio University, Athens, Ohio.

The annual Wisconsin Idea Theatre Conference will be held on March 30-31 at the Wisconsin Center in Madison. A feature of this year's program will be the presentation of the Lunt-Fountaine Award which consists of a painting by Aaron Bohrod, University of Wisconsin artist in residence. Details can be obtained from Prof. Gard, Director, Wisconsin Idea Theatre, Stadium, University of Wisconsin.

Workshops—Institutes

The University of Iowa Department of Speech and Dramatic Art was host to more than 200 college students and staff members from 25 universities and colleges during the three day annual State University of Iowa Intercollegiate Forensics Conference held November 30-December 2.

Under the direction of Professor Paul D. Brandes, the 1961 Summer Speech Workshop at Ohio University enrolled a record 89 students, representing high schools from Ohio, Pennsylvania, Michigan, Illinois, Indiana, West Virginia, and Kentucky. A new feature of the Workshop allows forensic directors to receive graduate credit for coaching and working in the program. Plans are already being made for next summer. All persons interested in the Workshop, both students and coaches, may obtain further information about it by writing to Professor Brandes.

A high school institute in discussion and debate was held on the campus of the University of Wisconsin-Madison on October 31. Mr. William McLin, Assistant Director, Division of Federal Relations, NEA, Washington, D. C., served as a subject-matter specialist for questions from participants. University staff members participating in the debate critique included Professors Winston Brembeck, Herman Brockhaus, and James Cleary. Prof. Thomas Murray was general chairman of the program.

An Inter-City Forensic Workshop for the Freshman-Sophomore Center Program of the University of Wisconsin was held November 11 in Madison. The workshop is designed to assist participants in preparation for the Inter-City Tournament. Staff members included Mr. Herman Brockhaus, Mr. Richard Carrington, Mr. Herman Zillmer, and Mr. Ralph Webb.

An institute for Spring Speech Coaches held at Wisconsin State College Whitewater on December 6 was attended by representatives from over 50 Wisconsin high schools. Professors Thomas Dahle, UW-M, Paul Gauger, Plateville, Mrs. Julia Mailer, Drama Librarian, University Extension Division, and Mr. Frederick E. Haug, Sec'y-Treas WHSFA, served as staff members. Professor Wynett Barnett served as hostess and general chairman of the program.

More than 800 high school students and teachers from all over Michigan attended the 15th annual High School Debate Assembly at the University of Michigan. The program included three faculty members of the School of Education who spoke on topics relating to the current high school debate topic; a demonstration debate on the high school debate topic; and a critique of the debate by Speech Department faculty members.

Public Address—Forensics

The University of Michigan held its tenth annual Speech Communication in Business and Industry Conference in October. Sponsored by the Department of Speech and University Extension Service, the conference brought together over 25 businessmen for a two day session stressing individual and group communication skills. Speech Department faculty participating in the program included Professors Densmore, Carruth, Storey, Hildebrandt, Sattler, and Miller. The luncheon speaker was Milton Elert, Assistant Detroit District Sales Manager for Michigan Consolidated Gas who spoke on "Customers are People Too."

Concordia College joined the Twin City debate league this year. This league now has a membership of seventeen schools. Its activities consist of sponsoring four debate and one forensics tournament.

The Public Address Division of the School of Dramatic Art and Speech of Ohio University recently inaugurated a new program in Oral Communication in Business and Industry. The new major study area is designed to prepare students for numerous communications positions with industrial firms, and in addition to speech courses, includes courses in psychology, sociology, management, and public relations. It is believed that this is the only undergraduate program of its sort in the United States. Plans are being made to eventually institute the program at the graduate level.

Central Oklahoma State's Iota Chapter of Pi Kappa Delta is functioning now as a student organization rather than merely an honorary society. The members sponsored a workshop this fall for college debaters, and a legislative assembly for high school students.

The Center for Materials in Contemporary Public Address at Ohio University recently received additional equipment to aid in expanding its holdings of recordings of today's speakers. The Center was established last year, and is under the direction of Professors John P. Highlander and Lloyd I. Watkins. At present the operation is a small one, but with the added equipment plus additional financial support, it is hoped that approximately 75 major speeches can be taped this year. Tapings

are made available to Ohio University graduate students for use in research, and may be obtained by staff members of other institutions willing to send a tape for a facsimile recording.

The Communication and Public Address Experimental Laboratory at the University of Wisconsin was demolished when the downtown building in which it was situated was razed by fire December 13, 1961. Equipment, files, and data accumulated over a two and one half year period of operation were a total loss. Graduate Research Assistants Bill K. Price and Margaret Leitner lost data collected for theses projects. A search is underway for a new location. The Laboratory is under the supervision of Professor Theodore Clevenger, Jr.

Personals

Mr. Raymond Schneider and Mr. Dale Level have joined the regular staff at Eastern Illinois University. Mr. Edmund Roney is temporarily filling the position of John Bielenberg who is studying for the doctorate at Ohio State University.

Prof. Samuel Becker, University of Iowa, presented a paper entitled "New Methods for Measuring Broadcasting Effectiveness" at the October 24th annual meeting of the National Association of Broadcasters in Washington, D. C.

Prof. George R. Kernodle, University of Arkansas, will be a visiting professor in the Department of Speech, University of Iowa, during the spring semester, 1962.

A new high school textbook in general speech by Professors William S. Smith of Auburn University and Paul D. Brandes of Ohio University was released before Christmas.

Peter D. Arnott of the University of Iowa has written a chapter entitled "Greek Drama and the Modern Stage" for the volume *The Craft and Context of Translation* recently published by the University of Texas Press.

New members of the Department of Speech at Valparaiso University are Professor Fred Sitton, Instructor Samuel Hamod, and Technical Director Alex Wallace.

Miss Marjorie Elder of Marion College has been granted a leave of absence to study for the doctorate at Northwestern University. Donald Martin has been appointed to the department at Marion.

Mr. Fred Haas, who has just completed the residence requirements for the doctorate at the University of Wisconsin, has been named Assistant Professor of Speech at Taylor University. Mr. Haas will teach debate, public address, and radio-TV.

Mr. Christian H. Moe has been promoted to Associate Professor and Assistant Dean of the School of Communication.

A. Craig Baird will be back at S.I.U. for Winter and Spring Terms as a Distinguished Visiting Professor.

Eelin S. Harrison, formerly of Connecticut State College, is a new instructor in Theatre, specializing in costuming.

William D. Smith and James G. Backes are new instructors in Speech at Southern Illinois University.

Mr. Tom Sill, formerly of Bloomington High School, Bloomington, Illinois, and Mr. Marvin Kleinau, formerly of Genesco Senior High School, Genesco, Illinois, are now on the University School (Carbondale) faculty, teaching speech and handling the forensic and dramatic activities of University school.

Elizabet Tassone has been employed as a Senior Clinician in the Aphasia Division of the Speech Clinic, University of Michigan. Her major assignments in the program are to help with administrative details and to aid in the supervision of student clinicians in the conduct of therapy.

Dr. Robert Henja has been employed as Chief of the Speech Pathology and Audiology Clinic at the Veterans Administration Hospital in Ann Arbor, Michigan. Starting July 1, 1962, two traineeships will be available under the direction of Dr. Henja. These positions will be half-time assignments and carry stipends of $3217. The traineeships are designed for students who will be beginning doctoral studies in the areas of speech pathology and audiology.

Roger L. Baumeister, Chicago Undergraduate Division, University of Illinois, was elected Executive Secretary of the National Society for the Study of Communication. His three-year term began January 1, 1962.

Wayne N. Thompson, also of the Chicago Undergraduate Division, was elected to the National Council of the NSSC. Dr. Thompson completed a three-year term as Editor of *The Journal of Communication* at the end of 1961.

Dr. Frank E. X. Dance has been named the new editor of *The Journal of Communication.* Dr. Dance is currently Assistant Professor of Speech and Drama, The University of Kansas.

Roger Baumeister and Maurice Klein have received new appointments at the Chicago Undergraduate Division, University of Illinois, for the 1961-62 academic year.

Dr. Carl Allen Pitt, Chicago Undergraduate Division, University of Illinois, will be on sabbatical leave during the spring semester, 1962. He plans to study keynote speeches of the Republican Party delivered at their national conventions.

At Concordia College (Minn.), Clair O. Haugen is on leave attending the State University of Iowa. Carol Torgerson has joined the department as director of theatre. Donald Spencer has joined the staff at Gorham State Teachers College in Maine.

Moorhead State College has a new theatre technician, Mr. Bruce Pearson, graduate of the University of Arizona. Duane Scribner of the Languages and Literature Department is directing debate.

Professor Ruth A. Wilcox, Director of Forensics at Marietta College, has recently received an appointment as Dean of Women. Thomas L. Fernandez, formerly from Westminster College in Fulton, Missouri, will succeed Miss Wilcox who will continue to teach several courses in the Speech Department.

William Carmack is on leave from the Department of Speech, University of Oklahoma, to fill a

new job in the Extension Division as Director of the Southwest Center for Human Relations Studies.

Albert Croft, former chairman of the Department of Speech, University of Oklahoma, is now an employee of the International Cooperation Administration Communication Media Division. He is assigned for a two-year term of duty in Saigon, South Viet-Nam.

The Department of Speech, Southeastern State College, Durant, Oklahoma, has three new faculty members. Dorothy Higginbothan, Ph.D., Northwestern, is the new chairman of the department. Two other new faculty members are Doris Burkett and Charles Andrews.

Mr. Max Dixon has joined the staff of Central State College, Edmond, Oklahoma.

Thomas Dahle has been appointed as Associate Chairman of University Extension Speech Department. His duties will be divided equally between the University of Wisconsin-Milwaukee Speech Department and the Extension Department.

Dr. Walter J. Straub, M.S. D.D.S., and F.I.C.D., of San Mateo, California, offered a one-day short course on December 2nd, on "Malfunction of the Tongue," its causes, effects and results in relation to orthodontic treatment at Marquette University. The course was sponsored by the Wisconsin Orthodontic Society, the Alpha Mu Chapter of Sigma Alpha Eta and the Speech Therapy Curriculum of the School of Speech.

COMMENT . . . . . .

In Defense of Deliberative Stock Issues

To the Editor:

In a recent issue of the *Saturday Review* the statement is made that "those whose eyes are focused on the past are just a little nutty." I had just taken pen in hand to disclaim being only "a little nutty," when Robert Newman's article on "Analysis and Issues" reached my desk. Although I have been in academic life for more than twenty years, I had begun to lose hope that someone would consider something I had said important enough to attack; Newman came through splendidly and mentioned my name at least six times (not counting the footnotes). It is with a new sense of fulfillment of my mission in life that I give priority to a friendly rejoinder.

What is the theory of deliberative stock issues against which Newman inveighs? It is a system of general guide-line questions based on man's experience with policy problems. Over the centuries it became obvious that men who are confronted with a problem do not often argue about the fact of its existence or about its definition; they more often differ on its extrinsic quality or qualities, on its value or values. In the discussion of the qualities or values of policy problems, it was very early discovered that one usually had to show (1) that the general situation was serious enough to require some action and (2) that the action or plan, if one was required, was a possible one (i.e., practical, reasonable, advantageous, better than some other solution, etc., etc.). In question form, the two requirements could be phrased as follows: (1) Is action necessary? (2) Is it possible? These questions provided the core of deliberative stock issues but, depending on who was doing the writing, there were commonly two or more additional questions of justice and ethics. Questions in these two areas were considered to be more appropriate to forensic and epideictic speaking; however, they occurred often enough in deliberative speaking to warrant their inclusion in the list.

After reviewing my enumeration of the deliberative stock issues, Newman accurately quotes one sentence from my article and somehow misses everything else I had to say about the importance of qualitative considerations. It is also very interesting to note that, however critical Newman is of the stock issues, he still comes up with three reasons for abandoning them (Is action necessary?) followed by his "plan" (Is is possible?). The stock-issue approach is apparently so insidious a monster that it even creeps into the speeches and papers of those opposed to it.

First, in order to clear away a few misconceptions about deliberative stock issues, I should like to digress a moment and make these statements:

(1) Stock issues do not require the taking of a position in advance of the study of problems.

(2) All the stock issues in a series need *not* be used. If everybody is agreed, for example, that a bridge over a body of water is necessary, the deliberation can and should take place without any consideration of need.

(3) Stock issues merely suggest areas of investigation; the details of subordinate evaluative investigation are *not* prescribed, and the investigator may move in any direction and use any techniques appropriate to the discipline(s) under study.

(4) Deliberative stock issues *by nature* require *qualitative study.* These issues are subordinate to recognition of problems and their definition; these issues are used to suggest examination of questions of degree—*how great* is the need for action, *how efficient* the plan for taking it. Similarly, considerations of degrees of justice and legality and degrees of honor and ethics enter the discussion *only if they are pertinent.*

Secondly, my article led Newman to some unusual inferences, a few of which are quoted below with my comments in parentheses:

(1) ". . . the process of analysis is cut and dried. . . . analysis simply requires that one fit the raw materials of argument into the proper categories. . . . the speaker need only classify his evidence so that it will indicate that the proposition is just or unjust . . ." (Taking the *need for action* as a typical stock issue and assuming that this need isn't already agreed

upon, the stock-issue analyst does indeed know that he is going to have to construct a solid "case for action." Nevertheless, *the stock-issue system leaves him completely free to do this in any sensible way.* The process is clearly much more than one of classifying evidence and slipping it into slots.)

(2) " . . . there are a fixed number of units in deliberative speaking. . . ." (I have said that stock-issue analysts used and use an established pattern of questions to suggest areas of investigation. This is not the same thing.)

(3) "The specific question for discussion and the discipline from which it is drawn have no effect upon the procedure of analysis." (It is true, for instance, that *need* and *plan* are not taken from or related to any specific discipline, but I do not quite see how these considerations could hinder investigation of what is already labeled a policy question.)

On the other hand, Prof. Newman says many reasonable things, and I often found myself in agreement with him. I hope that I am not distorting or oversimplifying his fundamental thesis which is simply this: Deliberative stock issues hinder the process of analysis of policy questions. In my commentary on his development of that thesis, I am discussing only the classical system and no other later abortions, distortions, or reconstructions. In fact, I should be glad to join Newman in torpedoing some of them. However, I don't agree with him in his attack on the classical system and its modern counterparts, so let us now take a quick look at his preliminary section (I), at his three reasons for action (sections II, III, IV), and at his plan (V).

I

In this section Newman reviews what he sees as the status quo. His basic position is that the classical analytical theory of stock issues is "field-invariant." "Whether one is dealing in history, politics, economics, sociology, if it is a proposition of policy, there is a set of stock issues which will serve for 'total analysis.' "

No one who understands the classical theory of analysis would assume that the stock issues of themselves provide "total analysis." These issues can only suggest areas for investigation and offer some insurance that the wider aspects of a question will not be ignored; they were never intended to do anything else. What is there about these issues which limits or in any way hampers analysis of a policy question in a specialized field? Newman says that the stock-issue approach requires *identical analytical procedures* for General Power, John Galbraith, and George Kennan. This is not true. What the stock-issue approach does mean is that these gentlemen, whatever their fields of competence, must present *reasonable cases for action* accompanied by *practical plans* for the action if the speakers wish to commit themselves on that subject and on related problems. Expecting a speaker to cover at least one of the areas characteristic of policy speeches is something different from telling him how to analyze and develop that area. (If the listing of the possible areas is inaccurate, no one has yet pointed out a serious omission.)

Instead of being "field-invariant," then, the stock-issue system seems to me to be admirably "field-variant" in that it is so generally worded that it is applicable to any field. The stock issues serve simply to outline the major responsibilities inherent in speaking or writing on policy questions; the details of analytical method are left to the individual analyst.

II

The case proper begins here. The point is made that stock issues "cast analysis into a mechanical, rigid mould, inappropriate for the social disciplines and the historical data with which deliberative speaking deals." Newman says that the raw materials of policy questions are largely unique historical events rather than timeless scientific principles. (I can agree with him on the second statement but not on the first.) He believes that the stock-issue system is too closely allied to natural science antecedents and methodology to be effectively applied to the social disciplines. "The data are not the same, and the methods cannot be the same."

In development of his view that stock issues are mechanical and rigid, Newman makes capital of my regarding classical doctrine as "measuring a proposed action against stock issues." The key word is "measuring," and I apologize if I left it open to misinterpretation; however, in the article from which I am quoted, the entire page and a half preceding the quotation are

devoted to discussing "measuring" in terms of the qualitative approach of the ancients to deliberative questions. "Measuring" does not mean that, because there were *four* stock issues (two fundamentally deliberative and two subsidiary), there necessarily had to be *four* main points. "Measuring" means that a legislator is reminded that he should not propose a law which is unjust or unconstitutional; he and other policy speakers are reminded of the responsibility of showing reasonable need and practicability of action; all are cautioned that proposed changes should be within the bounds of man's regard for man.

Now what is the primary evidence for the scientific-versus-historical line of reasoning? Three examples are given from the fields of political science, history, and economics to show series of questions in which *no typical stock issues occur*. They do not occur, Prof. Newman, because those questions are *subordinate* questions of the type which would be asked in analysis of one or more of the major areas suggested by the stock issues. They are the questions which an ancient or modern would use *under practically any system* in delving into the intricacies of a policy problem. They are subordinate part-and-parcel of the very system to which exception is being taken. Whatever its antecedents, this system of stock issues has been adapted to the realm of the necessary and the possible for twenty-five centuries, and I see no urgent reason for scrapping it until some stronger evidence is offered that it is "inappropriate."

III

"There is confusion resulting from equating stages of analysis with issues." Is there a need for a change?" is all right as a stock issue, according to Newman, if it is interpreted as a stage of analysis, but it is not all right as a substantive issue. Reason? There is "almost never . . . just one problem." When we say "there is need for a change," we have done nothing, we have not analyzed anything, we have not classified anything, etc.

With the foregoing views of Newman, we are again in full agreement. But that author seems to overlook the fact that no rational person would take the position that there is need for a change without exhaustive study of all the evidence supporting and opposed to such a position. Yes, there would often be many problems and, after one had studied them, he would be ready to take a stand on "need for a change" or on a series of subordinate issues substituted for that phrase. (Only if the speaker or writer was opposed by anyone, of course, could any real issues be said to have come into being.) There is no reason whatever why these specific substantive issues in a policy question should be phrased like, be restricted to, or be carbon copies of the stock issues. In Newman's article, four positions are taken; three of them state his reasons for *wanting a change* without his using that particular verbiage. A fourth states his proposal without his resorting to any such prosaic word as "plan." This kind of thing is precisely what should happen in the intelligent presentation of any case. It should still be noted, however, that the over-all guide-lines of the stock issues are operating, albeit under a more sophisticated guise than the too bald and general statement that "there is need for a change, and this is the plan proposed."

As for Musgrave's "slashing attack on stock issues," there is more slash than attack in what appears to me to be an indictment of poorly coordinated speeches rather than a criticism of the fundamental theory of stock issues. For every "need," Musgrave wants an immediate statement of that part of the plan intended to meet it. Is this really an attack on stock issues? Isn't it rather an attack on routine and boring presentations of cases? If there really is confusion resulting "from equating stages of analysis with issues," the fault may very well be with inept instruction and preparation of the debaters and not with any analytical system. There were other isolated quotations in the article and I have not checked Immel and Whipple, but my interpretation of the same quotation is that they are really objecting to the use of stock issues as a substitute for thinking; all of us are again in accord with them and with Newman on that score. However, it would be a mistake to regard faults arising from misuse as faults inherent in the issues themselves.

This sentence ends the section: "The questions asked as stock issues cannot pretend to be something they are not, namely, the end-product of analysis." Who does consider them the end-product? They should be considered as *initial centers* of operation for the serious job of analysis or as "devices to begin the search for issues." Those which are applicable point the way to endless ranges of subordinate questions, some of which may ultimately be stated as major

contentions (potential issues) in a completed case. When the work of analysis is finally over, the stock issue has long lost its identity and only if opposition to part of a case is encountered does it even appear in the end-product form of any specific issue or issues.

IV

Stock issues "substitute a ready-made formula for the hard task of finding the natural joints." (Prof. Newman is against "arm-chair analysis," and all of us will be happy to join him in this crusade.) "The discussant knows the Deweyan procedure does not impose a structure on the matter being considered; the stock issues adherent believes that for deliberative speaking he has a ready-made structural division of his subject."

I have never met the kind of adherent to which Newman alludes. All that the "stock issues adherent" really believes, Prof. Newman, is that he cannot get a policy question adopted without showing that some action ought to be taken and that, if the situation requires a plan, some practical way to take the required action must be outlined. The adherent's knowing in advance that he is going to have to develop contentions *separately* or *collectively* along those lines does not make him any less able to do so that the person who believes that such requirements are harmful. If knowing that these things are going to happen in a policy speech makes me "formula happy," so be it.

V

Comes now the practical advice. Newman proposes a first step of analysis of the standards of value involved in the topic. In spite of his earlier opposition to formal "pre-existing structures," he suggests one way of accomplishing this analysis through the formal four-step dealing-with-value system of McBurney and Hance. This is a good idea and I am in favor of it. The stock deliberative issues are also completely qualitative and value-oriented but they offer no suggestions for analysis at subordinate levels; the McBurney and Hance series is one of the many which can work out admirably as lower-level complementary series.

If the speaker is uncommitted, according to Newman, he may find the formal Dewey problem-solving program useful. (If he is committed, I suppose that the assumption is that he doesn't have to look for anything except support for his case –and stock issues are sophistic?) What is this system of Dewey? Answer: (1) felt difficulty, (2) definition of problem, (3) possible solutions, (4) best solution, (5) action. That system is, of course, presumed to be better than the general (as opposed to deliberative) classical approach to analysis; (1) Is there a problem? (2) What is its definition? (3) What are its qualities? (How serious? Is a solution possible?) (4) Are there any procedural problems? (Is this group empowered to act?)

You will have to pardon me for feeling that Dewey was a "Johnny-come-lately" in this particular field and that his "program" is essentially the age-old classical system. In any event, what Newman is proposing here is the discarding of one scheme (stock issues) which he labels as formal; in its place we are to install a new scheme (value system) in the Deweyan tradition with a possible assist from Gardiner and others. (Gardiner is one of many who advises comparing the points which might be made by both sides in order to arrive at potential issues. This is good advice and also fits very neatly into the analytical processes of the stock-issue advocate.) Let us, by all means, use McBurney and Hance, Dewey, Gardiner and others; let us at the same time recognize that (1) the deliberative stock issues call for exactly that kind of careful and exhaustive qualitative evaluation of the topic and that (2) neither the ancients nor their interpreters have ever envisioned the stock issues as a system requiring adherence to a rigid and inflexible pattern. I have never heard a competent policy speaker use the stock issues in mechanical and wooden fashion in spite of the fact that the stock-issue system, usually consisting of from two to five questions, is still widely used to acquaint neophytes with the practical exigencies of preparing a "policy case."

Let us agree with Newman that the stock-issue system (like any other) is subject to abuse, that it becomes cumbrous and inefficient when it is too far extended (as in Shaw), that it should not be regarded as being so perfect that we should not look for new methods or ways to improve it. However, as I see it, Newman's article has accomplished only these objectives: (1) It has attracted new and welcome attention to the classical system of stock issues and (2) it has contributed a subsidiary *modus operandi* for those who need

some *specific formulas* for the subordinate qualitative levels of problem analysis. Of course, formulas are bad and (sorry, I can't resist this) we must be careful not to follow them too rigidly; it will be advisable once in a while to start with No. 4 of McBurney and Hance (probe into deeper and more fundamental values) instead of No. 1 (discover what values are operating), or we can start working out the best solution (Dewey's No. 4) before we define the problem (No. 2). In this way we can avoid strict adherence to formal schemes and give our "native sagacity and penetration" more lebensraum.

Now, dear reader, don't go away with the impression that I did not enjoy Prof. Newman's essay. It represents *some fresh thinking* and it represents *some action.* We need more people like Newman to make reactionaries like myself do more than pontificate panegyrically about the past; we also need them from time to time to revitalize our teaching, our research, and our scholarly journals. All too many of the "experts" in our field sit back and, except for criticism at the gossip level, never take issue (stock issue, that is) with anybody.

In summation, then, Newman and I are agreed that analysis is the asking of questions in order to arrive at the potential and specific issues of any given proposition. We are also agreed on his plan; it can be an effective adjunct to the stock-issue system. On Newman's position that stock issues hinder the process of analysis, we are probably still at friendly odds. How did this "controversy" come to pass? Newman had recognized a problem (or was it a felt difficulty?), had formally or informally defined it, and had come to feel that there might be adequate "need for a change." *After* he had studied the problem in all its qualitative detail, he had concluded that there were three definite weaknesses or *potential* issues in the system. There had now been substituted three potential specific issues to support the "need for a change." In the course of his studies, he also developed some good ideas on what he perceived to be a proper approach to analysis; he decided to include these ideas in his article (Plan?). Finally, the article appeared in print with (1) the three weaknesses represented by three contentions having the potential of becoming issues and with (2) a section on plan also having the potential of becoming an issue. (Incidentally, does it really make a lot of difference whether or not you have four separate contentions as outlined above, or have each weakness followed immediately by its particular palliative, or have the two contentions of need and plan with three subdivisions to the first?) Then, *after* I had studied the article and the questions which it so interestingly raised, I took positions which were opposed in varying degrees to the first three contentions, but I agreed in essence with Newman's last contention because his suggestions mesh so perfectly with the stock-issue system. However, there were still no real, substantive issues until I wrote this letter and . . . well, you get the idea.

Stasiastically yours,
Ray Nadeau, Chairman
Anti-Defamation of Stases Committee
University of Illinois

Stases Revisited

To the Editor:

John Dewey and I, and the other Johnny-come-latelies to the field of deliberative analysis, are grateful to Mr. Nadeau for pointing out to us that our "programs" are essentially the age-old classical system. I have been told that there is nothing new under the sun, but I didn't fully realize how true it is.

I am also pleased to learn that there are really no stock-issue adherents of the kind to which I allude, since Nadeau hasn't met any (although, perhaps, Warren Choate Shaw and a certain neighbor of Nadeau's might go a bit too far with stasiastic therapeutics). The horrendous dinning in my ears, which I thought to be academic debaters who were treating stases as if they were ready-made structural divisions of controversial subjects, must really be from my neighbor's television set. I will dismiss it at once, comforted in the thought that all of us are in accord in objecting to the use of stock issues as a substitute for thinking.

Monosyllabically yours,
Robert P. Newman
University of Pittsburgh

CONVENTION CALENDAR

Central States Speech Association: Hotel Sherman, Chicago, April 6-7, 1962; (1963, Morrison Hotel, Chicago, April 5-6).

Eastern States Speech Association: Henry Hudson Hotel, New York, April 12-14, 1962.

Southern States Speech Association: Hotel Driskill, Austin, Texas, April 5-6, 1962; (High School and College Forensic Meet and Student Congress, April 1-6, 1962).

American Speech and Hearing Association: Statler-Hilton Hotel, New York, November 18-21.

American Educational Theatre Association: University of Oregon, August 20-22; (1963, University of Minnesota, August 25-27; 1964, University of Pittsburgh, August 27-29).

Speech Association of America: Sheraton-Cleveland Hotel, Cleveland, December 27-30; (1963 [August], Denver; 1964, Chicago).

National Society for the Study of Communication: with SAA in Cleveland.

NUEA Committee on Discussion and Debate Materials: with SAA in Cleveland.

American Forensic Association: with SAA in Cleveland.

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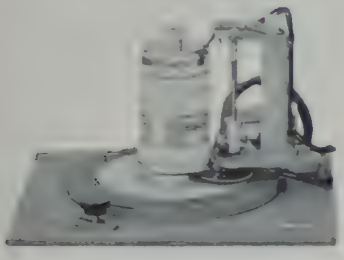

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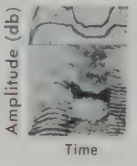

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